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ABSTRACT

Developed at the University of Illinois at Chicago (UIC) for use in teaching basic research paper skills in English composition classes, this handbook consists of 11 chapters. Chapter 1 tests the student's research IQ, while Chapter 2 presents techniques for choosing a topic. Chapter 3 guides the student through the use of sources (working bibliography, note cards, documentation, and plagiarism), and Chapter 4 explains the floor plans and layout of the UIC libraries. Chapter 5 helps the students to assess their research needs and choose appropriate sources. Chapter 6 explains how to use library resources such as encyclopedias, the library computer system, magazines and other periodicals, government documents, and additional sources. Chapter 7 presents techniques for organizing the paper (outlining, framing, valid argumentation, logical fallacy, and introductions and conclusions). Chapter 8 guides the students through the writing of the paper, including rough draft, revision, annotated bibliography, and format for final paper, and Chapter 9 explains how to acknowledge sources using the new MLA style and format and the endnote MLA form. Chapter 10 provides two sample papers, and Chapter 11 contains the appendixes that include how to write an "A" paper, hints for second language students, how to use computer software (PLATO) for self-paced composition lessons, and a description of the writing center. (HOD)

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EVERYTHING YOU DIDN'T NECESSARILY WANT TO KNOW ABOUT WRITING RESEARCH PAPERS, BUT NEED TO FIND OUT.

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TABLE OF CONTENTS

Acknowledgements iii

Chapter 1 Introduction

Test your research IQ 1
Why you need to find out 3

Chapter 2 Choosing A Topic

Stumbling Blocks 4
Guides in Choosing a Topic 9
Suggested Paper Topics 11

Chapter 3 Using The Sources

Working Bibliography 13
Strategies for Getting the Point 15
Note Cards 21
Documentation 23
Plagiarism 28

Chapter 4 Using The UIC Libraries

Introduction 32
Main Library 34
Branch Libraries 38
Main Library Floor Plans 42

Chapter 5 Planning Your Library Research

Assessing Research Needs 44
Choosing Appropiate Sources 49

Chapter 6 Using Library Resources

Encyclopedias and Other Background Sources 54
Finding Books in the Library 65
Using the Library Computer System 74
Magazines, Journals and Newspapers: Finding Periodicals 80
Goverment Documents 94
Chicago Academic Library Council (CALC) 104
Additional Sources 107

Chapter 7 Organizing the Paper

Outlining 108
Framing 111
Valid Argumentation 112
Logical Fallacy 113
Introductions and Conclusions 116

Chapter 8 Writing the Paper

Rough Draft 120
Revision 125

Annotated Bibliography 128
Format for Final Paper 129

Chapter 9 Acknowledging Sources
New MLA Style and Format 131
Endnote MLA Form 138

Chapter 10 Sample Papers 145

Chapter 11 Appendix
How to Write an "A" Paper 165
Hints for Second Language Students 166
Plato 170
The Writing Center 172

Works Cited 173

Index 174

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CHAPTER 1

INTRODUCTION

TEST YOUR RESEARCH IQ

Directions: Put a T (true) or F (false) before the number in each of the following questions to see how much you already know about doing research writing.

1) Using words such as "all," "none," "never," and "always" makes your argument more emphatic and thus stronger.

2) The best term papers are ones done under pressure; therefore, it is best to do the whole paper in the week before it's due.

3) Your use of a clear outline makes your teacher happy.

4) Your teacher won't care whether you use the endnote MLA form or the parenthetical MLA form in documenting your term paper.

5) You won't need more than ten sources on a working bibliography; that's enough to find sufficient support for your point of view.

6) Plagiarism is a disease.

7) Using separate cards to note your bibliography sources is a waste of time.

8) Onion skin paper is acceptable for term papers.

9) It is unnecessary to copy your term paper since teachers never lose anything.

10) It takes more than two weeks to get a book sent from the Champaign/Urbana campus.

11) You can use your UIC student identification to check out material from six other colleges and universities in the Chicago area.

12) A periodical is something published at regular intervals such as newspaper, magazine, or journal.

13) At the UIC library, you can check out most periodicals for three days.

14) *Time*, *Reader's Digest*, *The National Enquirer*, and *People* are all good sources for in-depth coverage of controversial subjects.

15) Writing is a talent - either you can do it or you can't.

16) You may use any documentation form that you learned in high school for the Composition 102 research papers.

17) Encyclopedias can give you most of the information you need to research your topic.

18) Try to choose the most general topic possible so that you'll find sufficient information for your argument.

19) A working bibliography will help you decide if you can find enough support for your thesis.

20) The only index of periodicals that you'll need for Composition 102 is *The Readers' Guide to Periodical Literature.*

21) Government documents are a good source for statistics.

22) If you paraphrase quoted material you will never commit plagiarism.

23) It's OK to turn in someone else's paper or buy one as long as the original writer has given you permission to use it.

24) One system of documentation is used in all fields.

25) Research papers for Composition 102 should be at least 30 pages long.

(Multiply the number of correct answers times 6 to get your pre-102 Research IQ.)

Discuss the answers in class in order to clear up some common research misconceptions.

WHY YOU NEED TO FIND OUT

You may be entering Composition 102 with something less than exhilaration and enthusiasm. Writing, and particularly research writing, is often seen as a difficult skill that comes naturally to very few. And many students complain that the time and effort they spend in completing the Composition 102 requirement could be better spent working in their major fields.

But good research and writing skills are an asset in most professional fields. Engineers write project proposals, businessmen write feasibility studies and status reports, computer users write profit analyses, and medical personnel write case studies. In addition, professionals in all fields publish in journals in order to disseminate knowledge and to advance their careers. The need for good communication skills is greater now than ever before.

You continued polishing your communication skills in Composition 101. Most likely, you spent your time in 101 refining your understanding of grammar, developing organizational and proofreading skills, learning to argue effectively, and experimenting with different types of introductions and conclusions. You will need all these skills in Composition 102. But you will also be enlarging your communication skills in additional ways.

First of all, you will be learning the intricacies of doing research. This will involve learning how to effectively use the materials available in the library. A knowledge of the most efficient ways to locate, evaluate and assimilate printed material can be immeasurably useful to you, not only in completing your Composition 102 paper, but also in keeping abreast of developments in your chosen career.

Secondly, learning the conventions of writing a research paper (such as using notes and making a Works Cited page) adds to your understanding of the techniques used to write the research materials you will be reading. This understanding will help make you a more aware and more efficient reader.

Finally, writing a research paper is an exercise in basic thinking skills. Besides developing your ability to organize and present information, you will also be honing your skills at reasoning logically and at effectively backing up your arguments with materials you have found in research. In addition, working on developing a thesis will teach you different approaches to topics and ways to focus your ideas into unified papers. Your abilities in evaluation and critical thinking will also be important when it is time to select the best possible materials for your paper from the research you have done.

Departmental guidelines specify six or seven graded assignments for Composition 102. Besides assigning one or two research papers, your teacher may assign a short argumentative essay, an interview, note and bibliography cards, or any of a number of other possible assignments. The series of assignments is designed to help you make the transition from the argumentative essays you wrote in Composition 101 to the developed, documented research paper or papers you will be writing in Composition 102.

This text has been designed specifically for the UIC student by three UIC composition instructors and a UIC reference librarian. The students about whom you will be reading have all successfully completed Composition 102 here at UIC. Although in some cases names have been changed or experiences of several students have been combined under one character's name, most of the examples come from individual students' papers, problems and successes. The sample papers were written by UIC students and submitted for Composition 102. The major purpose behind the writing of this text has been to help make Composition 102 a useful experience.

CHAPTER 2

CHOOSING A TOPIC

STUMBLING BLOCKS

In the race to meet the "Research Paper Due" deadline, many students fall behind because they agonize over their choice of topic. Why? What causes some students to spend so much time on topic choice? Sometimes the problem is that the student has so many interests that she can't make up her mind. Perhaps she is an art major and would like to write about Degas' frequent choice of ballerinas as a subject for his paintings, but she is also an ardent proponent of nuclear disarmament and feels she could write persuasively on this topic. In addition, she is curious about body-building for women and would like to learn more about it. Then, too, recent news reports of the baby boom among "Baby Boomers" have piqued her interest. She wonders what observers are predicting about the long-term effects of this phenomenon.

This student will have to set a deadline for choosing her topic and be firm with herself in sticking to it. She might conclude that after the walking tour of the library on Tuesday and before starting her working bibliography on Friday, she must decide. After that, only if her initial research shows her topic to be unsuitable should she change it.

Other students fear making choices. Perhaps they have always had their topics assigned to them and are now faced with a long list of topics or complete freedom of choice. Some may fear choosing a topic that will bore the instructor— but seldom is a topic boring in itself. An adequately researched and well-written paper on any topic within the scope of the assignment is likely to please the instructor. Indeed many instructors enjoy reading term papers on topics they would be unlikely to explore on their own.

Another fear which is not frequently expressed but sometimes surfaces is the student's fear of boring herself. Humorous as it sounds, this problem can be obstructive. To some students, devoting many hours to researching and writing about one aspect of anything sounds boring. Realistically, of course, it must be admitted that there are times when the process can be boring. Even our enthusiastic art student may, at some point, say,"Am I ever sick of Degas" and begin flipping through a book of Renoir prints. But often it is frustration that causes the boredom.

When you search out three promising articles that turn out to have nothing you can use, when you cannot locate a fact you need, when your attempts to paraphrase are failing to get the point across accurately— be prepared for an onslaught of boredom. What to do about it? Well, don't give up and go to the movies. Stick with the research (or writing, if you are at that stage) until you have experienced some success. If you find even one fact you've been looking for, or find a promising journal article or think of an acceptable paraphrase, then— provided you have been working steadily— it is time to quit for the day. If you leave the work on a positive note, it is usually easier to come back to it the next day.

Fear of making a commitment is another barrier for some students. Sometimes this reluctance stems from the fear of of not being able to finish the project. College papers are often longer than the ones written for high school classes, and college instructors usually require that the paper present an argument. Faced with these and other more stringent requirements, some students retreat from what they see as a formidable task. Putting off the choice of topic is a way, conscious or unconscious, to put off beginning the work. But if you divide the work into parts and set deadlines for the completion of smaller tasks, the total project will become manageable. Along the way, too, conferences with your instructor (even a minute or so after class here and there) can give you specific aid and general encouragement. In the library, the reference librarians are ready to lend a hand in locating elusive sources.

Finally, there is the problem of self-derogation. Lately we hear a great deal about motivation and self-discipline, and some people assume these qualities are inborn. Now and then a student laments to an instructor, "I just lack motivation, that's all." But motivation and self-discipline, like muscles, can be developed. Start out slowly, as you would with any exercise program, and build up your endurance. Don't plan to spend six hours in the library next week if you can't sit still in the library for an hour today. Instead, start with twenty minutes today— perhaps starting your working bibliography from the card catalog— and build up gradually. By the end of next week, you'll be well into your research, and those several hours in the library won't seem so terribly long.

No one can tell you exactly how much time to allow for each step in your research, but you can estimate your needs by considering the length of the paper, the due date, your prior knowledge of the topic, and your other course work and activities. Allow for personal strengths and weaknesses, too. If you are an excellent speller, you will not need extra time for looking up words when you write your second draft. On the other hand, if organizing an essay has always been difficult for you, you should devote extra time to outlining and writing the rough draft.

There may be days when it is virtually impossible for you to work on your project, but try to keep working steadily several times a week. For the library work, most students find long sessions (two to three hours at least) to be most productive. Remember to build up to this point, if necessary. Reading articles and books can be done at home in short time slots as well as long ones. (Skimming to select these works will have been done at the library.) Most of your notes will be paraphrases or summaries, rather than direct quotations, so be sure to allow sufficient time for putting the material into your own words.

The following account is offered only as an example of how one student, Lisa, set mini-goals for herself that added up to accomplishment of her final goal, a ten-page term paper, neatly typed and handed in on time. Notice that she uses her instructor's requirements as a guide.

First weekend of a five-week research project. Lisa sets her first goal: to have a topic choice by Sunday night. (A typed statement of her choice is due in class Monday.) She brainstorms. She makes a list of the topics that interest her and of questions she has about them. She also lists questions other readers might ask and discusses the assignment with friends and family. Sunday afternoon she spends some time at the library, skimming articles in encyclopedias and other background sources. *Sunday night* — Wishing she had more time to choose, she settles on a topic and types this information for handing in Monday morning.

Lisa's second goal — to have a tentative thesis by Wednesday. This is due in class Friday, along with a working bibliography. She knows she can change the thesis later since it is tentative, but it should be specific. By finishing it Wednesday, she can let it "cool" and rewrite it if necessary Thursday night.

Lisa's third goal — to have a working bibliography list by Thursday night to hand in Friday morning. She spends Thursday from two to five o'clock in the library. She makes a bibliography card for each possible source she finds in the card file and in the indexes to periodicals. She has a few cards already that she made up as she skimmed general reference works. After finding titles, she uses LCS to search for the books she wants. Some of the books and articles she wants are held in other library collections that have lending agreements with UIC, and she requests some books through interlibrary loan. Thursday night she makes a few changes in the tentative thesis and compiles her working bibliography list to hand in Friday morning.

Second Weekend. Although she has no chance to go to the library this weekend, Lisa has checked out some library materials she knows are relevant to her topic and, after reading the section in the manual on taking notes, she begins making notes on four by six cards as she reads book chapters and articles.

Second Week. Lisa's fourth goal. – to extend and fill out the bibliography. Her instructor has asked for photocopied sheets of notecards Friday. Lisa's reading over the weekend has made her feel better informed on the topic, but she is now aware of more gaps in her information. Tuesday afternoon she does some more skimming, looking for firm support for some of the points she wants to make in her paper. She realizes she must now get another point of view or a more recent perspective. Now she knows some of the respected names in the field she is exploring, and she looks for scholarly articles by these men and women, provided these articles support her thesis. After three hours in the library she emerges with photocopied articles to examine at home and the promise of two important books from the Urbana Champaign collection. Her instructor has asked for a representative selection of paraphrase and summary note cards. Lisa has photocopied several sheets of note cards, squeezing as many as she can on legal size paper. It seems strange to hand in such scribbled, scratched-out and generally sloppy looking papers, but such an appearance reveals the work that goes into paraphrasing and summarizing. Lisa can attest to that. *Thursday* – Her stack of note cards increasing rapidly, Lisa decides to attempt an outline, even though she has another week before it is due in class. She arranges her note cards in stacks according to their content. Although she feels her thesis sentence must be tattooed on her brain by now, she reads it again and tries to look critically at her notes to see if all of them relate to the thesis. Those that do not, she places in the "discard" pile, but she does not throw them away yet. Some of the information may be useful as background when she writes the essay.

In making stacks according to the content, Lisa sees that a few of her groups are too small. Do they need discussion? One or two groups can join the "discard" pile, but others will require further research. Lisa plans to spend more time in the library Friday. She resolves to get help from the reference librarian. *Friday* – Lisa hands in her photocopied note card sheets. In the afternoon she returns to the library. She now has some specific questions and types of sources to request, and the librarian steers her to some new and helpful references. Lisa continues to read articles and book chapters, looking for support for the points she has made in a rough outline. On Sunday, she does not work on her research paper, but as she is doing other things (waiting for her boyfriend to come to her house, fixing herself a sandwich, etc.) she thinks of relationships between ideas that she can use in her paper.

Third Week Goal – outline and rough draft by Thursday night. (Due in class Friday.) Monday night, Lisa revises her outline for what she hopes is the last time. Another article from Champaign-Urbana is due to arrive for her Tuesday. This article should support one of Lisa's subheadings and she leaves room for it. On Tuesday, she receives the article. After several attempts she fits the support she finds in the article into her outline, though this involves changing the wording of some of her other points in this subtopic. Wednesday afternoon and evening – Lisa types the rough draft. The progression of her argument changes slightly as she writes, so she changes her outline as well. Thursday afternoon – she reads the rough draft through to check the organization and coherence. Does the whole argument make sense? Does it move logically from point to point? She makes some changes in dark ink.

Fourth Weekend While her instructor has the rough draft, Lisa continues reading, trying to make sure she has not overlooked any important points that should be included in her paper. She makes a rough draft of her parenthetical citations and the Works Cited page so that she will not have to look up the proper form for each citation in succeeding drafts.

Fourth Week On Thursday the instructor returns Lisa's rough draft with the suggestion that she expand one subtopic to clarify and strengthen the argument. To accomplish this, Lisa needs one or two more sources, which she finds at the library that afternoon. She now realizes that a few of the notes she has placed in the discard pile may fit in with the new material.

Fifth Weekend and Beginning of Fifth Week Lisa writes the additional paragraphs suggested by her instructor and adds appropriate transitions, but finds this second draft does not flow well. Looking again at her thesis and the outline, she realizes that one major subtopic appears "skimpy" compared to the others. Even now, she must make another trip to the library. Having secured additional information for her undernourished subtopic, Lisa weaves it into the rest of her paper, and finally begins typing her final draft Tuesday night. On Wednesday she finishes typing the paper and types the Works Cited page(s). checking the manual to be sure that she is observing the conventions of the formal research paper. *Thursday* – Lisa reads the paper through again. She makes a minor correction or two in dark ink.

Friday – Lisa hands in the final paper. Her sixth mini-goal and final goal are now accomplished. She then goes to Papa Charlie's to celebrate.

Below is a portion of the chart Lisa made for herself to keep her assigments and mini-goals up to date. A full chart is provided on the next page for your convenience if you would like to follow Lisa's plan.

Week	Monday	Tuesday	Wednesday	Thursday
#1	D Topic		MG Tent. Thesis	MG Work. Bibl. L
#2		R S L		W
#3	W	L	W	R
#4				L

D - Deadline (Due at class time)
MG - Mini-goal (personal)
L - Library
RS - Reading and Skimming
W - Writing (Includes note taking, which is the extent of Lisa's writing at this early stage.)

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

GUIDES IN CHOOSING A TOPIC

The following techniques may be useful to you in choosing your topic: self-examination, brainstorming with friends or family, browsing, having a good read, or arranging a conference with your instructor.

Self-examination is basically determining what, exactly, interests you. You may automatically assume that this means something relevant to your major, but you will probably be called on to write many papers in your major; Composition 102 might be a good opportunity to investigate another interest. Another reason to avoid picking a topic from your major is that you may be so immersed in the technical language of your major that you might produce a paper that is indecipherable to anyone not in your field.

Is there some topic that intrigues you that you would like to learn more about? Is there an interest, sport or hobby you have been pursuing, without spending much time reading about it? Is there a question that has been nagging you, that you would like to have answered? If you can answer "Yes" to any of these questions, you may have found your topic.

Whether self-examination helps you in choosing a topic or not, brainstorming sessions with your family or friends can give you more ideas or angles of approach. In a brainstorming session, you present a problem (in this case, your lack of a good paper topic), and both you and the others generate as many ideas as possible, with you writing down the ideas as they come. This is not the point at which you judge or discard ideas; rather, the point is to list as many ideas as possible. The advantage in enlisting your family and friends in a project like this is that they may know you and your interests better than you do yourself. For instance, a friend may remember that last month you were very interested in what you had heard about college campus demonstrations in the 1960's; in your concern about having to choose a topic now, you may have forgotten that conversation. Brainstorming can help you in remembering what your concerns and interests have been in the past few months.

A third aid in choosing a topic is browsing in the library. You might start by looking through general reference books, like encyclopedias; though encyclopedias never have enough information for a whole paper, and some instructors do not allow them to be included in Works Cited, they are highly valuable in giving you a great number of possible topics from which to choose. Two additional reference sources that can be very helpful to you are *America Wants to Know* and *Public Issues Handbook*, which are both available in the second floor reference section. These books provide various arguments given on controversial issues. Another good place to browse is the library's recent newspaper collection, which offers information on what is being written about currently. Finally, flipping through the Library of Congress subject headings list can give you ideas about which topics have a great deal written about them. If you are lucky, browsing the library will provide you with a good, workable topic for your paper. It is equally likely, however, that instead of a topic, you will find yourself with a subject that is appealing to you, but far too broad for the scope of the paper you are writing. If this is the case, it's time to have a good read.

Select just a few of the sources you have found that are relevant to your subject. Since the point of having a good read is to steer you from a large, unworkable subject toward a managable topic, it is advisable for you to get as many different slants on your subject matter as possible; for this reason, reading a few magazine and journal articles is probably preferable to reading just one book on the subject. As you are reading, concentrate on the content, but also keep in mind your purpose—finding one aspect of a subject that would be suitable to research for a paper of your length. For instance, Mike has always been interested in stories and news reports relating to extra-terrestrials, but he realized that the subject of extraterrestrials was too large to tackle. He decided to read a few articles about UFO sightings. His reading of these led him to wonder about the statistical probability of life existing on other planets, which he felt was probably a suitably limited topic for his paper. He continued his good read by looking for articles that argued for and against the possibility. Reading these articles convinced him that, statistically, it was highly likely that life does exist on other planets, and he had the thesis he needed for his paper. The pattern he followed in selecting his thesis was:

Subject [a broad, general area of interest]: Extra-terrestrials

Topic [a specific aspect of the subject that is focused enough to be covered in a research paper: The statistical probability of life existing on other planets.

Thesis [the main idea of the paper; the assertion which the paper will attempt to prove]: Statistically, it is highly probable that life exists on other planets.

Finally, your instructor can be a good source of help to you in choosing a topic, no matter what stage of topic selection you have reached. Whether you are totally confused about what to write, you have a possible subject but do not know how to limit it to a topic, or you have chosen a topic but are not sure that it is appropriate, a conference with your instructor can be a great help in easing your mind and giving you direction. Remember, your instructor is experienced in the composition field and is a person who has both personally produced a great many papers and helped others to do so. Don't discount the help she can give you.

SUGGESTED PAPER TOPICS

Following is a list of 25 suggested paper topics, adapted from Hulon Willis' *Writing Term Papers* and others. Notice that they are topics, not theses; if you wish to pursue one of these as a possible topic for your paper, it will be necessary for you to develop an argument concerning one aspect of the topic.

1. Recent experiments in cryogenics (suspending life in low temperatures)

2. Themes in the acceptance speeches of Nobel Prize winners in literature

3. Educational successes (or failures) created by the busing of school children to achieve integration (in three or four representative communities)

4. Social commentary in the lyrics of rock music in the 1960s

5. Social work pertaining to child abuse in the 1980s

6. Does the pass-fail grading system affect student achievement?

7. How women's suffrage was established in the territory of Wyoming

8. The origin and early results of the Head Start program

9. Important activities of the Sierra Club during the last year

10. Controls used to prevent fraud in scientific experiments on extrasensory perception

11. An analysis of authenticated cases of faith healing

12. The consequences of breaking important treaties with Americal Indian tribes

13. Early critical reception of plays in the "Theater of the Absurd"

14. The reactions of clergymen to Sinclair Lewis' *Elmer Gantry* (a satire on corruption in the clergy)

15. The differences in theological beliefs between any two Protestant sects

16. Notable thefts of works of art from museums

17. Social changes in the Chinese community in San Francisco within the last twenty-five years

18. Urban mass transportation: obsolete or vital for the future?

19. An analysis of the results of important recent teachers' strikes

20. Women governors: how have they affected the government of their states?

21. The state of the feminist movement in the early 1920s

22. Mark Twain's philosophy in his old age

23. The reactions of Protestant churches to the Supreme Court ruling barring prayer in public schools

24. Sylvia Plath: the last year

25. The Kent State killings: was justice done?

26. Should genetic research follow strict guidelines and limitations?

27. Have movies been used to influence public attitudes? Is this good or bad?

28. Should the forced deprogramming of religious cult members be allowed?

29. Does the media abuse its privileges under the First Amendment?

30. Is it harmful to use sex surrogates in therapy to treat sexual problems?

31. Is vegetarianism a healthy diet?

32. Does the punishment fit the crime in most instances in our society?

33. Should the federal government regulate utilities?

34. Should boxing be banned? Is it a sport or a primitive exercise in brutality?

35. Choose a controversial figure from 10-20 years ago who was convicted of a serious crime and for whom the evidence was ambivalent. Research and come to your own conclusions.

CHAPTER 3

USING THE SOURCES

WORKING BIBLIOGRAPHY

Once you have formed your hypothesis (or tentative thesis), the next step is to compile a working bibliography. For this task you will need some 3 x 5 cards for listing possible sources individually and a block of time that will allow you to search the library's holdings unhurriedly. The preliminary brain-storming, list-making and encyclopedia reading you have done have given you some words and terms connected to the topic. In addition you can consult the Library of Congress Subject Headings for other terms. Armed only with these words and terms, you can begin looking in the Subject card catalog. If you already have some book titles and author's names, so much the better. You can consult the author/title card catalog, too. But in any case, you will soon have authors' names and titles, just from looking in the subject file.

As you peruse the file, make a bibliography card for every listing that looks promising. Write the name of the author and the title of the book near the top of a 3 x 5 card, and put the call number on the left side. Some researchers fill in all publication data at this point. Others leave plenty of room beneath the author and title notation and fill in the rest of the data only if, having examined the book itself, they decide to use the source. Whichever method you use, write the call number on the card so you will know where to find it in the library. As you look through the file, glance over the tracings for each book. Does the book have a bibliography? If so, make a note of it at the bottom of your bibliography card. What year was the book published? Is most of the information likely to be outdated? If you recognize the name of the author, you may want to look at the book anyway.

Below is a sample bibliography card from Lisa's research on urban mass transportation.

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HE Altshuler, Alan A.,
308 *The Urban Transportation*
A63 *System: Politics and Policy*
Innovation, Cambridge, MA:
MIT, 1979.

Whether you find many or few possible sources in the card file, take the time to be thorough. Don't jot down a dozen titles and race off to the stacks. Even if your instructor requires only five books for your bibliography, you can't be sure that the best five for supporting your thesis are among the first dozen listed in the file. Stay with your search until you have exhausted the possibilities. Then take your bibliography cards to the LCS terminal and find out how many are in the library and how many are charged out. Make a note on the bibliography card for any that are charged out and write the date.

Now, even though you have completed the book portion of your working bibliography, you still are not ready to leave 2-North. The second part of your working bibliography involves the search for periodicals. Some students try to avoid this part because it is a bit more complicated than finding books. But your research is not likely to be complete and up-to-date without reference to periodicals, and your instructor expects you to use them. After determining which indexes are likely to be most helpful in your area of research, start looking for the information you need to locate articles you can use. Again, do not content yourself with a handful of article titles. Build your stack of bibliography cards high because not all the articles will prove useful and others will not be obtainable. The indexes show only that the articles have been published, not that this library has them. You will find when you check the Serials Holdings List at the information desk that some of the magazines and journals you need are not at this library. Some of these publications may be available from Champaign-Urbana or another CALC library, but you will have to wait a few days to receive the material if you send for it from UIC. Other publications will not be available at any of these libraries. Regrettably, at UIC, you may find a few articles missing that have been ripped out, presumably by students who preferred this destructive method to using a copying machine. Be sure to read the sections in this manual that deal with finding and evaluating periodicals before you start searching the indexes. By doing so you will avoid much frustration.

Although the card stack will diminish in size as you skim and find some articles unsuitable, the working bibliography will increase again as you spend more time in the library. Do you have to carry those cards around with you all the time? Of course not. Any day you come to school with the intention of working in the library, just tuck a few blank 3 x 5's and 4 x 6's in your bookbag along with any other notes or references you want to examine that day.

There may be times, though, when you find an unexpected free hour but have no cards with you. What a great excuse to spend that hour in Circle Center having coffee and conversation? Well, bibliography and note cards are merely conveniences, not licenses for doing research. You can write your findings at the back of a notebook for some other subject and later transfer them to cards. The trick here is to make it easy on yourself by writing bibliography information within 3 x 5 confines and notes in a 4 x 6 space. (Your eyes can measure this space approximately.) Later you can cut out and staple or tape these notes to cards, thereby retaining the flexibility of the card system. This is not to say that notebooks are forbidden. If cards make you uncomfortable and you prefer keeping a notebook in the first place, do so. Just be sure to leave adequate space between notes so that you can cut them out and paste them in a rough draft later, if you want to.

If you have conscientiously searched the card files and the periodical indexes and found very little on your topic and have tried government documents with the same result, you should reconsider your topic. Talk to your instructor about it. Perhaps the topic is too new, too little-known, too little researched, or your thesis too narrow. On the other hand, if you find card after card on your topic and innumerable entries in the indexes, perhaps you have too broad a topic and need to narrow the focus. Now is the time to reevaluate your research project; don't wait until the deadline is near and the pressure building to make drastic changes.

STRATEGIES FOR GETTING THE POINT

Overview

Once you have compiled your working bibliography, you will need to find the books and periodicals on your list, and then discover if those sources do indeed have information you need to support your thesis. You will have to examine many books and periodicals to get the support you need. In order to use your time efficiently, first get an overview by skimming your sources. Skimming gives a quick and superficial reading to your material.

To skim a book:

1) Notice the title and author. The title often gives the focus of the material. Noting the author can show you how well qualified your source is, and especially if the name is one you've seen before, it can lead you to other material. Since David's topic involves civil defense in case of nuclear war, if the author of a book is the director of a famous medical clinic that specializes in treating trauma victims, his opinion will probably give more convincing evidence than that of a lawyer who has recently become interested in the subject.

Some library reference materials such as *Who's Who in America* may help you decide which are your best sources. See Chapters 4 & 6 or a librarian for ideas.

2) Read the preface or the introduction to the book. Similar to your own introductions, it should give the focus and scope of what follows.

3) Analyze the table of contents. Like your outline, the table of contents gives the subtopics and the order of ideas in the book.

4) Read the chapter summaries (often the final paragraph) to get a condensed statement of the main points.

5) Check the index for headings that might relate to your topic. For example, because David's topic is "Civil Defense," some words and phrases that he might look for are *civil defense, nuclear war, nuclear strategy, fallout shelters, defense planning, atomic disaster*, etc.

Remember to check for your topic under several different words. The *Library of Congress Subject Headings* at the reference desk can give you some ideas.

You can skim all types of material.

To skim a chapter or a periodical:

1) Notice the title and author,

2) Read the first paragraph,

3) Read the subheadings, and any pictures or graphs,

4) Read the concluding paragraph, and

5) Read the abstract (for scientific material).

As you skim, ask yourself about the points the author is making and if they will help you support your topic.

Looking over the material in this way should take you only a few minutes and will give you a good idea of what your sources emphasize. Skimming is a lot like using a map when you drive. If you hop in your car during spring break and head southeast, you'll end up in Daytona eventually, but it might take so long that you'll miss a lot of the fun. Skimming, like looking at the map, will help you use your time well. After you determine which sources have the information that can best help you support your thesis, go back and read them more carefully. Then take notes.

Main idea

Now comes another challenge: identifying the main idea. During one class, Lisa asked, "How can I decide from all the information I've seen, what I can use? What will help me prove my argument?" Finding the main idea in each source will help you determine which materials you can use. Although you have no trouble getting the main idea of a *Reader's Digest* article, it often isn't so easy with the scholarly journals and books that you'll need to use for a well-researched term paper. However, the same techniques that you use subconsciously in the easier reading can be applied systematically to more scholarly articles.

You're probably aware that paragraphs usually have a single point expressed in one sentence and supported by the other sentences. Longer selections too, such as articles and even books often have a single point, usually expressed in one paragraph and supported by the other paragraphs. In books, one chapter's main point is usually supported by the other chapters. So it's important to find the main idea. You can more easily get that main idea by following these techniques:

1) Identify the most inclusive sentence: Distinguish between general and specific sentences. Not all sentences are equal; some carry more weight than others. The most inclusive or general sentence is usually the topic sentence and expresses the point of the paragraph. Often that topic sentence is the first sentence.

For example, in "Staking Claims on the Last Frontier," Gale Warner begins,

> Antarctica is not quite of this world. Spectacular canyons, pellucid air, mountains 16,000 feet high thrusting through permanent ice, temperatures suitable for Mars, huge weathered icebergs, teeming penguin colonies, and a notable absence of strife among human occupants: No other wilderness on Earth can match Antarctica's size, purity, and grandeur. (*Sierra* 50)

Which sentence is the most inclusive in Warner's paragraph? You're right; it's the first one. It is the topic sentence for this particular paragraph. Notice how the other sentences give details to show that "Antarctica is not quite of this world." Just reading that first sentence gives you a general idea of the main point. You can go back to get the details if you think that general idea could help you support your thesis.

2) Use the topic sentence to predict the rest of the paragraph: The body of the paragraph gives details to support the idea expressed in the topic sentence. While skimming, you can make an educated "guess" about those details. For example, in "Groundhog Days: The Canoe Trip That Made a U-Turn," Judith Gendlin declares,

> "We've been canoeing together since most of us were 12 or 13 years old" (*Sierra* 56).

Following that topic sentence, you would expect details about the canoeing.

3) Supply the topic sentence when there is none: Writers do not always directly state their ideas; they may only imply them. Whether stated or implied, there is a point. For example, in "Boundary Waters," Kevin Proescholdt writes,

> It is the north country, a land of spruce and granite, filled with the echoing laugh and cry of the loon. Located in northeastern Minnesota's Superior National Forest, the Boundary Waters Canoe Area is a watery world, with lake connected to lake by passage and portage, by streams, marshes and waterfalls. Often, when the wind dies, only the click of dragonflies hunting mosquitoes breaks the silence. (*Sierra* 18)

Although he doesn't actually present a topic sentence, it is obvious that Proescholdt wants the reader to know the beauty of the Boundary Waters.

Exercise: Practice skimming the following articles. See if they will help Susan support her argument that the U.S. must develop a policy to limit exploding world population. Skimming the articles should only take a minute or so. Once you've made skimming a part of your research, you will see how quickly you can determine the main idea. Remember:

1) Notice the author and title. Can you tell what makes the author an authority on this topic? What does the title tell you?

2) Read the introduction, the first line of each paragraph, and the conclusion. Give a summary of the main point. What questions do you expect to be answered when you read these articles?

DOMESTIC PRESSURES

AMONG THE NATIONS without a population policy is the world's leading industrial power: the United States. Most Americans take comfort in the delusion that, except for immigration, there is no population problem in this country. It has escaped the notice of many Americans that more than 1.6 million people are being added to the U.S. population each year by natural increase.

Americans are even less aware that continued population growth from both immigration and natural increase disproportionately add to pressures on the natural resources and economic systems of the United States and of the rest of the world. A high rate of resource consumption magnifies the impact of this country's population growth rate of 1 percent or more per year. (The exact rate depends on the unknown extent of illegal immigration.) Americans are world-champion consumers and polluters, drawing resources from every region on Earth while dispersing air and water pollutants and toxic wastes around the globe.

Other developed countries run us a close second. Together these nations, which contain only a quarter of the world's people, account for 75 to 90 percent of the world's annual use of mineral and commercial-energy resources. Their energy consumption is causing, among other problems, the acid rain that is killing fisheries and forests and posing a potential threat to agricultural productivity well beyond the developed nations' own borders. The burning of fossil fuels is also the principal cause of the buildup of carbon dioxide in the atmosphere, which scientists have recently predicted will lead to planetwide changes in climate on a scale far beyond historical experience.

While the rich nations' dominance of mineral and energy consumption is well known, it is generally less appreciated that the industrialized countries likewise control disproportionate shares of agricultural resources and products. From grains and fertilizers to tractors and meats, the rich nations consume 40 to 85 percent of the world's supplies.

It can be argued, of course, that America's exports are helping to feed the world. True, but we are not doing it out of charity. We are doing it to pay a huge oil import bill and to help compensate for the loss of other foreign markets to manufacturing competitors. The United States is by far the leading food-exporting nation in the world. We and a handful of other nations supply more than a hundred nations with grains, which are the main food base of humanity.

The pressure to export grains to the rest of the world has had detrimental effects on the American agricultural system. To boost production, the Soil Bank and other soil-conservation measures have been abandoned, and soil erosion has soared to levels as disastrous as those in the Dust Bowl days. (See "Soil Conservation," *Sierra*, November/December 1983.) Overgrazing, unwise cultivation, and poor irrigation practices have led to desertification in the western United States, just as they have in arid and semi-arid lands around the world. Falling yields have already been observed in some areas; if soil losses and desertification continue unchecked, declines in productivity may become both noticeable and largely irreversible within a few decades.

The nation's groundwater is also being sacrificed to the agricultural push. Spectacular increases in U.S. wheat and corn production over the last two decades have been gained in part by pumping out the fossil water that lies beneath the Great Plains. The escalating competition for water in the western United States is a symptom of the pressure that rising population exerts on a scarce resource.

Consumption patterns also play an important role. If the fossil-fuel usage of an industrialized nation were cut in half, not only would pressures on finite fossil-fuel reserves be eased but many pollution problems would be reduced as well.

To ease the pressures on renewable resources, however, it may be more feasible and effective to control the number of consumers. The average person still needs approximately 2,500 kilocalories of food per day. A substantial cutback in meat consumption would reduce pressures on our agricultural resources somewhat, but vegetable foods would have to replace the meat. Most Americans would see this exchange as a sharp decline in their standard of living. By contrast, commercial energy use per person can be (indeed, has been) considerably reduced without seriously diminishing the quality of life.

Reducing each person's consumption of resources only temporarily mitigates the impacts of an increasing population. Despite the reductions in per capita energy use as a result of conservation in the United States since 1970, for instance, total energy consumption could return to its former levels simply because there are more people.

The underlying contribution of population growth to the increasing competition for America's limited resources—clean air and water, prime farmland, forests, wilderness, and recreational areas—must not be forgotten. Those who doubt that population growth is a part of our environmental problems might ask whether the problem would exist—or be so intense—if our population were not growing.—*A. E.*

***Anne Ehrlich**, a senior research associate in biology at Stanford University, is co-author of* Extinction *(Random House, 1981).*

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PROGRESS TOWARD A POPULATION POLICY

JUDITH KUNOFSKY

SIERRA CLUB leaders began paying attention to population growth in 1957, when the issue was mentioned at that year's Wilderness Conference. Population policy was discussed for many years afterward at subsequent conferences. In 1964 the Board of Directors resolved that the Club should study and publish materials on the impact of population growth on wilderness and parks. A *Sierra Club Bulletin* article in December of that year, written by Club leader Dan Luten, stated that "wildlands conservation organizations should willingly acknowledge that population is the common denominator of all resources problems." Luten further observed that "here [in the U.S.], no less than in the poor lands, a cessation of population growth is imperative."

The keynote address at the 1969 Wilderness Conference was given by biologist Paul Ehrlich, who told the group, "Putting aside a park here and there is laudable, but not enough. Unless we attack the worldwide problem [of population growth], putting aside parks is a waste of time." The year before, the Sierra Club had published Ehrlich's book *The Population Bomb*, which fostered a movement in this country to end population growth.

Later in 1969 the Board of Directors called for an end to population growth in the United States "in order to achieve balance between population and resources." The Board urged a change in all government programs that promote population growth, endorsed making birth-control programs available "to every member of our society," and supported the legalization of abortion. The Club further called for expansion of environmental, population, and sex-education programs and an end to "laws, policies, and attitudes . . . which attempt to constrict the roles of men and women."

Club policies were expanded in 1978 to include support for an explicit national population policy in this country. "All nations of the world, including developed nations," said the Board of Directors, "should formulate and participate in programs designed to curb their own population growth. All developed nations, including the United States, being the countries with impact on the world environment disproportionate to their population sizes, have an obligation both to end their population growth as soon as feasible and to reduce substantially their consumption of this planet's nonrenewable resources." Accordingly, the Sierra Club is supporting two pieces of legislation—H.R. 2491, introduced by Rep. Richard Ottinger (D-N.Y.), and S. 1025, introduced by Sen. Mark Hatfield (R-Ore.)—that would both establish population stabilization as a national goal and set up an interagency Council on Global Resources, Environment & Population to oversee the development of an explicit population policy to be proposed to Congress.

The Sierra Club has had a staffed population program for the past 10 years, focusing on support for a national population policy and on education about how population projections are used by local, state, and federal agencies. Staff and volunteers offer information on the population component of environmental problems and represent the Club on population issues before Congress, administrative agencies, and the public. A European affiliate of the Club's International Program participated in the United Nations World Population Conference in 1974, and Club representatives will be attending the second conference in Mexico City this year.

Available from the Club's population program are a free bimonthly newsletter, *Population Report*; a variety of brochures describing the Club's support for population stabilization; and speakers, workshop leaders, films, and slide shows for chapter and group meetings. For free subscriptions to *Population Report*, a compilation of "Resources & Materials Available," and/or copies of "The Need for Zero Population Growth" and "Population Stabilization and the Sierra Club's Priorities," please write to Judith Kunofsky, in care of the Sierra Club, 530 Bush St., San Francisco, CA 94108.

Judith Kunofsky, former president of Zero Population Growth, now directs the Sierra Club Population & Growth Policy Program.

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Once you have skimmed the articles, you can tell Susan if she should go back and read the article completely. Should she?

Why/Why not?

Exercise:

Choose five articles from your working bibliography. Follow the appropriate steps to skim a book or periodical. Then answer the following questions about each of those sources.

1) What does the title tell you?

2) Who is the author? What qualifications does he/she have?

3) What does skimming tell you about the source?

4) Is this likely to be a good source for your topic? Why or why not?

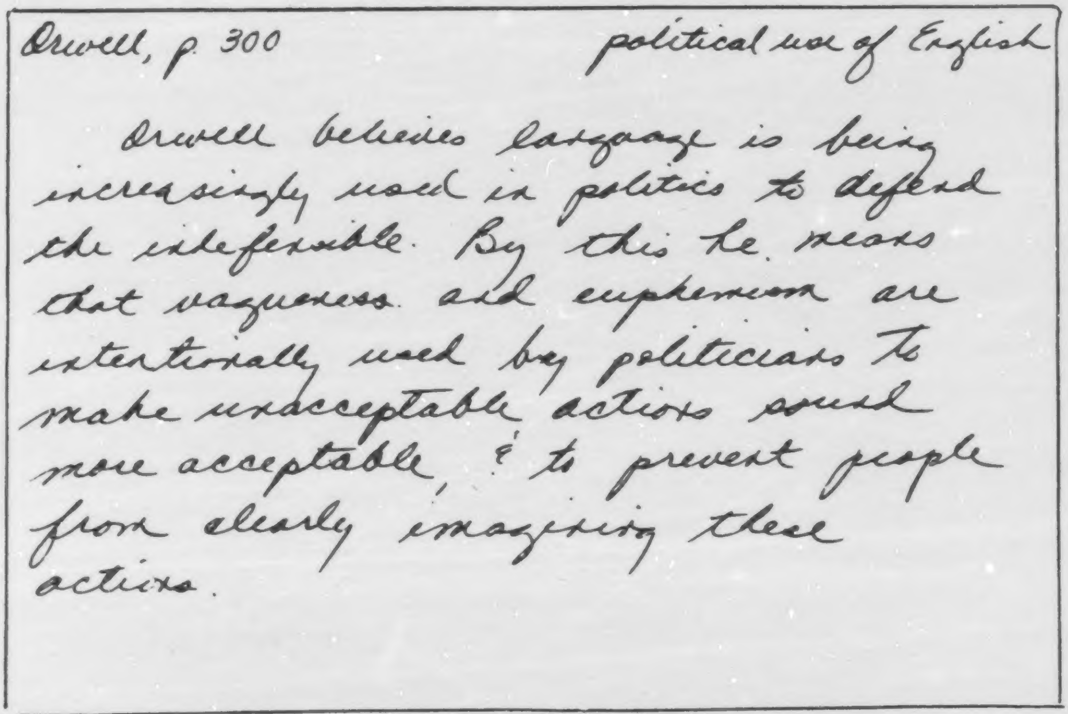
NOTE CARDS

Students have developed curious ways of collecting notes. Some try to commit their notes to memory, and spend hours searching through books they have already read, trying to remember where that perfect quotation is. Others write their notes on scrap paper and matchbook covers, and inside the covers of their books, and spend hours looking through bookbags and coat pockets for them. A truly superior method to either of these is to take your notes on 5 x 8 or 4 x 6 note cards, which can be shuffled and rearranged to fit the organization of your paper. Just as you keep bibliography cards to record your sources, note cards can help you organize the information you find in these sources.

You will need a separate note card for each summary, paraphrase and direct quotation you will be using. In addition, you should make up note cards for any ideas or conjectures that occur to you as you are doing your research. Your note heading should include enough bibliographic information to help you place the source later, usually the author's last name and the page number, and a short title to identify the subject that the note card covers. Finally, be sure that you differentiate direct quotations from paraphrases or summaries either by quotation marks, a special notation on the card, or a different color ink, so you will be sure to document them properly in your paper.

Refer to the excerpt from Orwell's "Politics and the English Language" on page 23. Here are sample note cards for a summary, a direct quotation, and a combination paraphrase and quotation based on that paragraph:

SAMPLE NOTE CARDS



Orwell, p. 300 political use of English

Orwell believes language is being increasingly used in politics to defend the indefensible. By this he means that vagueness and euphemism are intentionally used by politicians to make unacceptable actions sound more acceptable, & to prevent people from clearly imagining these actions.

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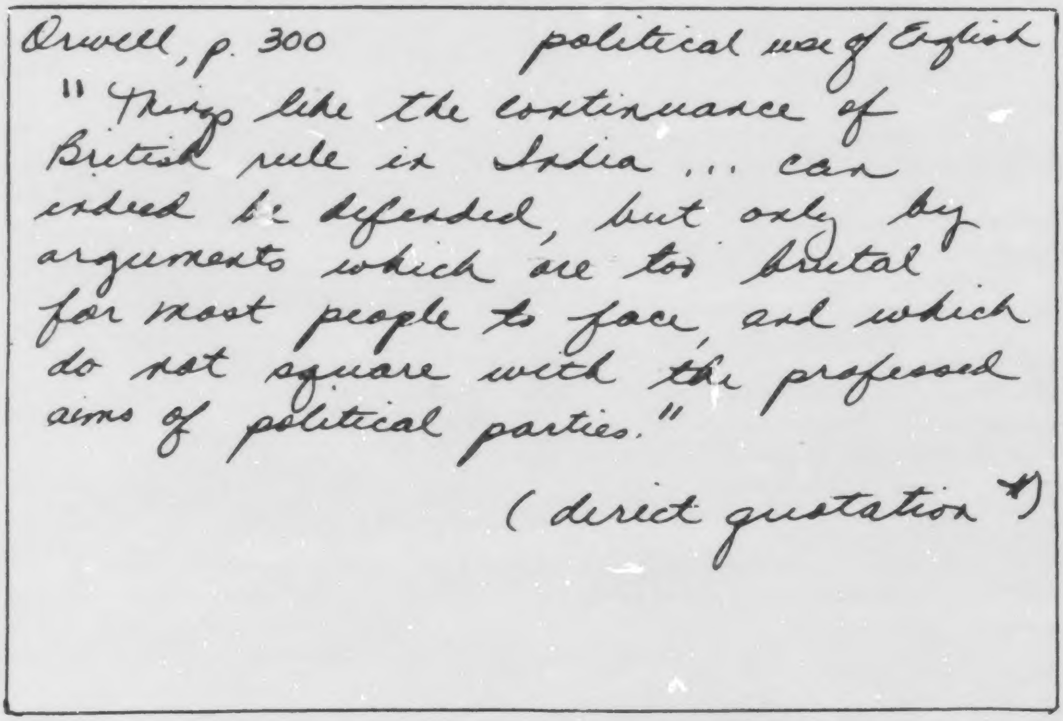
SUMMARY

SAMPLE NOTE CARDS (CONT.)

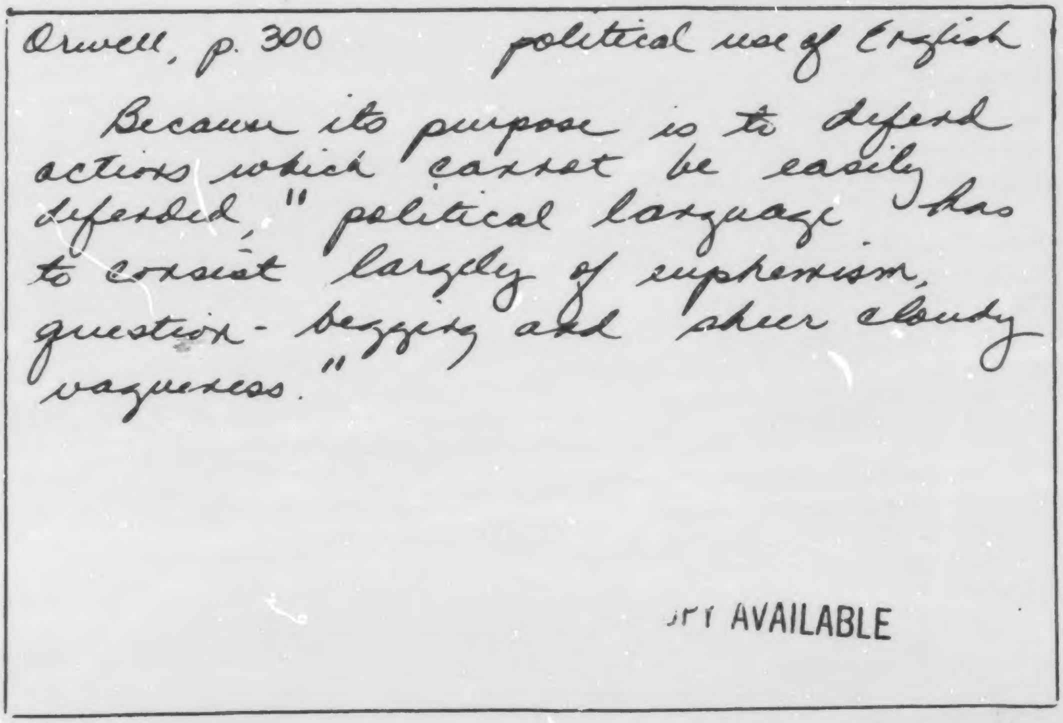


Orwell, p. 300 political use of English

"Things like the continuance of British rule in India ... can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of political parties."

(direct quotation *)

DIRECT QUOTATION



Orwell, p. 300 political use of English

Because its purpose is to defend actions which cannot be easily defended, "political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness."

PY AVAILABLE

COMBINATION PARAPHRASE AND QUOTATION

DOCUMENTATION

Documentation is the process by which you let your reader know the sources of any ideas or statements used in your paper which are not your own. Summaries, paraphrases, and direct quotations need to be documented by noting the author's name and the page number of the source. In addition, complete information on all sources you use must be included on your Works Cited.

THE SUMMARY

In a summary, you present the main ideas of another person's work in a condensed version. For example, a section of an article consisting of several paragraphs can be summarized into a single paragraph or a few sentences, or a paragraph can be summarized into one or two sentences or phrases. Consider the following passage from George Orwell's *Politics and the English Language.* Orwell, the author of *1984*, was also a noted essayist. Although *Politics and the English Language* was first published in 1945, you may find that its message concerning the use of language in politics is relevant today:

> In our time, political speech and writing are largely the defence of the indefensible. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of political parties. Thus political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness. Defenceless villages are bombarded from the air, the inhabitants driven out into the countryside, the cattle machine-gunned, the huts set on fire with incendiary bullets: this is called *pacification.* Millions of peasants are robbed of their farms and sent trudging along the roads with no more than they can carry: this is called *transfer of population or rectification of frontiers.* People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called *elimination of unreliable elements.* Such phraseology is needed if one wants to name things without calling up mental pictures of them (Orwell 300-301).

One student summarized this passage like this:

> George Orwell believes that language is being used increasingly in politics in "defence of the indefensible." By this he means that vagueness and euphemism are intentionally used by politicians to make unacceptable actions sound more acceptable, and to prevent people from clearly imagining these actions (300-301).

THE PARAPHRASE

In a paraphrase, you present the main idea of another writer's work in your own words. Your purpose in paraphrasing, however, is not to present the author's ideas in a shortened form; paraphrases are normally as long as or longer than the original. Instead, you paraphrase to make the original clearer and more understandable, as in the case of paraphrasing a poem or a technical scientific article that a layman might not understand.

Using paraphrase and summary gives your work an even smoothness that is often hard to achieve when using direct quotation, but the danger in paraphrasing is that it is often easy to slip into unintentional plagiarism (see following chapter) rather than true paraphrasing. A good way to avoid this is by following these steps in paraphrasing:

1. Read the material you wish to paraphrase as many times as is necessary to ensure that you understand it. As you are reading you may wish to jot down a few phrases that will help you remember the main points of the material.
2. Remove the original from your field of vision. Close the book, put the article in your drawer—do anything to ensure that you will not be looking back at it.
3. Write, in your own words, what you believe the original author was trying to say. Remember, a paraphrase is approximately as long as or longer than the original.
4. Re-read the original to make sure that your paraphrase is a valid representation of what the original author was trying to say.

One student's paraphrase of the Orwell passage printed earlier read:

> George Orwell states that things like the dropping of the atom bombs on Japan or the Russian purges and deportations are very hard for people to accept. Therefore, today's style of political speech and writing depends mostly on large amounts of euphemism and cloudy vagueness in a need to defend or disguise such government actions that do not complement the stated aims of political parties. Such brutal actions like bombarding defenceless villages or having people imprisoned for years or killed have to be disguised and this phraseology of political language is used to disguise them (300-301).

DIRECT QUOTATION

In direct quotation, you are presenting an author's work in the exact words used in the original. Besides using the author's exact words, it is also important to represent the author's meaning as it was used within the context of the work. For instance, a writer who quoted George Orwell's article in the following manner would indeed be using his exact words, but would be attributing to Orwell ideas opposite to his true meaning:

> George Orwell stated, "Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be deferded"(300).

Taken out of context in this way, Orwell's meaning is completely reversed; he seems to be supporting these actions.

In addition to accurately presenting the author's meaning, it is also important in using direct quotation to make sure that the introductory material preceding your quotation agrees grammatically with the quotation. Not doing this will make your writing appear awkward, as if it were a patchwork instead of a unified whole. The following quotation is poorly presented:

> George Orwell describes political language as, "has to consist largely of euphemism, question-begging and sheer cloudy vagueness"(300).

Following is a better combination of original and quoted material:

> George Orwell states that political language "has to consist largely of euphemism, question-begging and sheer cloudy vagueness"(300).

INTERPOLATION

While it is necessary to present an author's words exactly as they were written, there will be times when you must add something within a direct quotation in order to clarify something for your reader or to make your quotation conform grammatically with your own writing. In these cases, interpolation is used.

Interpolation is signaled by the use of brackets [ ] within a direct quotation. Parentheses ( ) may not be used for interpolation; if your typewriter does not have a key for brackets, it will be necessary for you to hand print them.

Two commonly used interpolations are [sic] and [emphasis added]. [Sic] within a direct quotation signifies that you are duplicating the original exactly as it was printed, including printing errors in the original, or that you are emphasizing the fact that material that seems implausible was actually presented in that way. For example: In 1968, Mayor Richard Daley stated, "The policeman isn't there to create disorder, the policeman is there to preserve disorder[sic]." [Emphasis added] signifies that you have emphasized (usually by underlining) a part of a passage that was not emphasized in the original. Consider the following:

> Orwell believed that "political speech and writing are largely the *defence of the indefensible* [emphasis added]"(300).

Occasionally, you may need to point out that words or phrases were underlined in the original. Do this by writing [emphasis in original].

Often, interpolation is used to clarify part of a passage in a direct quotation for your reader. For instance, if you are quoting the following sentence, "Such phraseology is needed if one wants to name things without calling up mental pictures of them" and you are not sure your reader would know what kinds of phraseology you mean, you might interpolate in this manner:

> "Such phraseology [euphemism, question-begging, and vague language] is needed if one wants to name things without calling up mental pictures of them" (Orwell 301).

Interpolation is also commonly used to conform direct quotation grammatically to the other text of your writing. In this case, it is often used with ellipsis.

ELLIPSIS

Ellipsis, which is almost the opposite of interpolation, signifies that something has been deleted from the text of a direct quotation. Ellipsis is signaled by three periods ... and it is useful in indicating that sections of the direct quotations you are citing are not necessary for your paper. Following is an example of the use of ellipsis in the Orwell excerpt:

> "Things like the continuance of British rule in India...can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of political parties"(Orwell 300).

If the deleted material appears at the beginning of your direct quotation, and your quotation fits grammatically with the preceeding information, ellipsis should not be used. It should be used, however, to signal a reflective pause at the end of your quotation:

> Orwell felt that indefensible actions could be defended "only by arguments which are too brutal for most people to face..."(300).

If the material deleted consists of a sentence or more, and a complete sentence both precedes and follows the deleted material, four periods are used:

> "Thus political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness....Such phraseology is needed if one wants to name things without calling up mental pictures of them"(Orwell 300-301).

Occasionally it is necessary to delete long passages of quoted material. For example, you may wish to quote only the first and last stanzas of a long poem. In this case, ellipsis is shown with a complete line of periods typed between the two passages you are quoting. Following is an example of direct quotation of the first and last stanzas of John Keats' ***La Belle Dame sans Merci***:

O what can ail thee, Knight at arms,
Alone and palely loitering?
The sedge has withered from the Lake
And no birds sing!

....

And this is why I sojourn here,
Alone and palely loitering;
Though the sedge is withered from the Lake
And no birds sing.

Ellipsis and interpolation are used together to make the quoted material conform to the tense or number of the introductory material. Returning to the Orwell paragraph, a student may find that both ellipsis and interpolation are needed to quote in this manner:

> George Orwell believes that people use "political speech and writing...[in] defence of the indefensible"(300).

The ellipsis signifies that the words "are largely the" were deleted, and the interpolation signifies that the word "in" was added to the quotation.

INDENTED QUOTATION

If a direct quotation is longer than four or five printed lines, the indented quotation form is used. An indented quotation is indented eight spaces from the left margin of your paper. New paragraphs in the original are signified by indenting an additional three spaces.

The following are other rules for using indented quotations:

1) Usually, use a colon before an indented quotation.
2) Use double spacing before and after an indented quotation.
3) Do not use quotation marks for indented quotations.

Following is an example of the proper form for an indented quotation:

`George Orwell, in his essay, Politics and the English Language, stated:`

In our time, political speech and writing are largely the defence of the indefensible. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments which are too brutal for most people to face, and which do not square with the professed aims of political parties. Thus political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness. (300)

OVERUSE OF DIRECT QUOTATION

Students often wonder what percentage of their papers should consist of noted material and what percentage should be their own writing. Part of the difficulty in determining this stems from the fact that there is no set answer to this question. The corresponding percentages of noted and original material will differ with each paper and will depend on factors such as the writer's style and the topic of the paper. One guideline many teachers use is that there should be an average of two to three notes per page of the paper. Following are other guidelines:

1. Never follow noted material directly with more noted material. Instead, buffer notes with your own explanations and transitional material.
2. Do not overquote. Often, paraphrase and summary are better alternatives than direct quotation, especially in cases in which one direct quote would closely follow another. In addition, using paraphrase and summary adds a smoother flow to your writing style.
3. Do not note materials that are general information. A rule of thumb to follow in determining what is general information is that unless the topic is quite esoteric, if five of your sources gave the same information, it has become general information.
4. In general, no more that 20% of your paper should be direct quotation.

Finally, in using noted material it is important to let your reader know that noted material is about to appear. Writers signal this by using phrases like "Orwell says." But your writing can become monotonous if your do not vary your introductions. There are many possibilities for variation, of which a few are, Orwell states, he believes, Orwell comments, he further relates, according to Orwell. Varying your introductions helps to keep your reader interested in what you are saying without becoming bored with the way you are saying it.

PLAGIARISM

Plagiarism, as more than one student has remarked, sounds like a disease. Perhaps the word reminds us of one that is associated with disease— plague. Or perhaps we imagine some sixteenth century instructor reading an essay and exclaiming , "A plague on't. 'Tis not this student's writing." But plagiarism is not, of course a disease; it is the illicit use of another person's ideas or language. Whether conscious or unconscious, plagiarism does serious injustice, not only to the writer whose work is pirated and to the reader who is misled about the source of the material, but to the plagiarist himself. He misses the opportunity to develop his own mental prowess through giving his analytical and creative skills a thorough workout.

Essays purchased from commercial sources under the guise of "research aids," essays bought, borrowed or stolen from other students—in short, obtained by means other than the student's own intelligence and labor are plagiarized. The easily recognized "mosaic," an essay consisting of undocumented direct quotations put together without unifying and transitional material provided by the student, is another example of plagiarism.

In its list of "serious breaches of academic honesty," the UIC Student Disciplinary Code includes "knowingly plagiarizing or copying work of another person and submitting it as one's own without proper citation and attribution" and lists the following *Procedures for Academic Integrity Policy*, adopted by the Student Judiciary Committee of the Senate, April 13, 1976:

> When an instructor has evidence of an academic violation, he discusses the nature of the incident with the student involved. The student must be told which of the following sanctions will apply:
>
> 1) Redoing the assignment.
> 2) Failure on the assignment.
> 3) Administrative action. The student is given a failing grade for the assignment and an oral or written reprimand. Formal counseling may be directed.
> 4) Failing the course. The student is dropped from the course with a grade of E. Elements of administrative action may be directed.
> 5) Disciplinary probation. The student will be given a grade of E in the course and will receive a letter stating that he is on probationary status for a specified period of time.
> 6) Suspension. The student's University status is terminated for a limited time. On returning to the University, the student will be on probation for a specified period of time.
> 7) Repetition of an academic violation will result in dismissal from the University.
> 8) Dismissal.

Not all plagiarism is intentional. Some of it is the result of carelessness in note-taking or confusion about citation. You can avoid plagiarism by learning and observing a few rules as you conduct your research and write your paper.

A. Note the source of all ideas, opinions and little known facts. If, for example, you discuss a judge's idea of making safe driving a community responsibility, not just an individual one, you must acknowledge the judge as the source of the idea—even if you fervently agree and embrace the idea yourself. Similarly, if you present the opinion of a law professor (or anyone else for that matter) on the constitutionality of holding persons other than the driver responsible for drunk driving, you must document it. There are times, of course, when an opinion you have already formed is simply repeated by the source, but if you quote, paraphrase or summarize any passage at all from that source, you must document it.

Well-known facts need no documentation. We do not need an encyclopedia to tell us that the sun rises in the east or that motorists in the U.S. drive on the right hand side of the road. Even facts you have to look up yourself may not need documentation if they are readily verifiable— the date the Titanic sank or how the human body metabolizes alcohol, for examples.

Whether or not information is general sometimes depends on the audience. If you are writing for orthopedic surgeons, physical therapists or others involved in health care, you might assume they know or can easily find out the number of spinal injuries resulting from auto accidents in a given year, but if you are writing for a general audience and you have five sources that are all medical journals, you should cite them.

B. When transcribing exact words from a source to your own note cards, place all those words within quotation marks. Make the quotation marks large and heavy so that you will never have any doubt about where the quotation begins and ends. Using pens with different colored ink is another way to distinguish between your own writing and direct quotation. Still other colors can be used for paraphrase and summary.

C. After you have read the passage you are going to paraphrase or sum marize and are sure you understand it, close the book or periodical and set it aside. Use your own style and your own sentence structure as well as your own words when paraphrasing. You will find that the paraphrased material flows smoothly into the text and that, though you may paraphrase three or four sources on one page, the predominant "voice" is your own. (One of the rewards of honesty.)

A useful exercise to help you escape the domination of the diction and sentence structure in the original and also check your understanding of the passage is to make a list of the main points. Such a list should be informal and concise. When you start to write the paragraph, you may have to exchange some words for standard English ones, but the writing will be yours, not an imitation of your source.

Following is an original passage and a six point list that a student might make to use in paraphrasing the passage.

Original

> But most of the reading which is praised for itself is neither literary nor intellectual. It is narcotic. Novels, stories and biographies— historical sagas, monthly regurgitations of book clubs, four-and-five thousand word daydreams of the magazines— these are the opium of the suburbs. The drug is not harmful, except to the addict himself, and is no more injurious to him than Johnny Carson or a bridge club, but it is nothing to be proud of. This reading is the automated daydream, the mild trip of the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling. Great literature, if we read it well, opens us up to the world, and makes us more sensitive to it, as if we acquired eyes that could see through things and ears that could hear smaller sounds. But by narcotic reading, one can reduce great literature to the level of *The Valley of the Dolls.* One can read *Anna Karenina* passively and inattentively, and float down the river of lethargy as if one were reading a confession magazine: "I Spurned My Husband for a Count." (Hall 494)

Main Points.

1. Hall says not all reading valuable.
2. Much of it just to give a lift to reader.
3. Okay, but like TV or card game— just diversion.
4. Great lit. sharpens perceptions of world, life.
5. Great lit., too, can be skimmed for the "love story."
6. Becomes escapist. (Give Hall illustration.)

Paraphrased Passage

> According to Donald Hall, most people read, not out of interest in literature or desire for intellectual and artistic stimulation, but to anesthetize themselves, to escape the reality of their own lives. Much of the printed matter circulating at present provides the sedative such readers seek, says Hall, but he does not see this numbing "literature" as particularly harmful. He compares popular reading with card-playing and television-watching—simple pastimes. Great literature, on the other hand, increases our sensitivity to the world and to our fellow travelers in it, in Hall's view. But even great literature, if carelessly read, can produce the drugged state that would make of *Anna Karenina*, Hall warns, nothing more than a confessions magazine story: "I Spurned My Husband For A Count."

The student has adequately paraphrased Hall's paragraph, putting the content into her own words except for the example at the end, which is so expressive of Hall's meaning that to leave it out or substitute something else might distort the content. By the addition of the clause "He warns" the student makes clear that the illustration, too, is Hall's.

A student who writes his note card with the book open before him often devises something like this:

Plagiarized Version:

> Most of the reading which is praised for itself is neither literary nor intellectual, in Donald Hall's view. He says it is "narcotic." Novels, stories and biographies—historical sagas, monthly *spewings* of book clubs, four and five-thousand word *fantasies* of the magazines – these are the *drugs* of the suburbs. The drug is *harmless* except to the *user* and is no more *deleterious* than Johnny Carson or a bridge club, but it is nothing to *boast about*. *Such* reading is the automated *fantasy*, the *slight lift* of the tired housewife and the *fatigued executive*, interested not in *learning more about events and emotions* but in *escaping* experience and feeling. *Good* literature, if we read it well, expands the world, and makes us more *aware* of it, as if we acquired *sharper* eyes and ears. But by *lazy* reading, one can *bring* great literature *down* to the level of *The Valley of the Dolls*. One can read *Anna Karenina* *indolently* and coast down the *stream of apathy* as if one were reading a confession story: "I Spurned My Husband for a Count."

Even though the student has acknowledged his debt in the first sentence and has changed *some* of the words, the passage is plagiarized. Most of the words and all of the sentence structure is taken from the original passage, yet the student did not use quotation marks except around one word. The reader is led to believe that only the word "narcotic" is from the origianal and that the ideas expressed after the first two sentences are the student's elaboration on Hall's thought.

In writing a summary, you choose only the most important points in your list of points, perhaps combining the examples given in the original or letting one illustration represent them all.

Summary

> Donald Hall distinguishes between what he calls "narcotic" reading and great literature, comparing the first one to playing bridge or watching the Johnny Carson show. Such pastimes, though harmless enough, are unworthy of praise, says Hall, who points out further that great literature, carefully read, sharpens the perceptions, making the reader *more* aware of reality— not less so.

Here the student has extracted the main points of Hall's paragraph and put them into her own words, while *fully* acknowledging the opinions expressed to be Hall's.

Another student does a competent job of finding the main points but still plagiarizes her summary:

Plagiarized Summary

> Reading great literature is different from reading escapist literature. Great literature expands the reader's awareness of the world and of human experience; escapist literature helps the reader drift away from reality. But even great literature, read carelessly, can serve as escape. A reader attuned to the confession magazines might skim a great book and get nothing more from it than a love story (Hall 494).

Here the student has summarized Hall's opinion in her own words, but no introductory phrase shows the reader that the opinion expressed is Hall's. A citation at the end of the paragraph is insufficient.

CHAPTER 4

USING THE UIC LIBRARIES

INTRODUCTION

By now you should have a topic in mind for your research paper, or at least an idea of what you might like to write about. In order to focus your ideas and develop your thesis for the paper, you will need to gather and analyze information on your subject. To accomplish this, it will be necessary to use the UIC Library.

You may be familiar with some research sources from high school - the card catalog, *Readers' Guide*, an encyclopedia, etc. Your Composition 102 research paper, however, is quite different from reports you may have written in high school and will require the use of a wider range of library resources. You may jeprodize the success of your project if you rely on the library skills you developed in high school instead of expanding those skills to include more sophisticated library search techniques which the following chapters emphasize.

Your resesarch topic is unique, different from those chosen by other students in your class. Your thesis, for example, may best be supported by information given in journal articles. Another student may rely more heavily on books. But regardless of your topic, your instructor will expect to see books, articles, and other information sources in your bibliography. The search for information to support your thesis will be a major part of your overall writing project.

Often the search for books, magazines, and other library materials is seen as a "treasure hunt." Some students are lucky enough to find the information they seek - the treasure; others are not as fortunate and are doomed to the fate of trying to bluff their way through the assignment.

But library research is not a game of chance. It's not a magic trick in which you pick a card, any card, at the card catalog and watch the books appear out of thin air. Library research is a cognitive process, made up of a number of problems that you must solve. These problems are not insurmountable, nor is there just one, correct solution. In fact, the next few chapters will show you that it is more important to be able to ask questions, evaluate information, weigh evidence, and reach decisions than it is to find the "right answer" in the library.

The following chapters are designed to give you an introduction to the process of doing library research and the libraries at UIC. The first section consists of a description of the various departments within the Main and branch libraries and floor plans of the Main Library. The chapter entitled "Planning Your Library Search" introduces the intellectual and thought processes necessary for successful library research. These chapters can be completed outside the library and should be studied before you begin your work in the library.

Finally, individual chapters discuss how to find specific library resources - encyclopedias, books, periodicals, and government documentsand recommend sources to use in your research. Ideally, these chapters should be studied in the library, where reference sources mentioned in the text will be available. Also, Library staff at the Information Desk (Main Library, 2nd floor north) will be on hand to answer questions all hours the Library is open.

These sections on library research are written as a dialogue between several students in a Composition 102 class and between students and a librarian. This was done not only to make the reading more interesting for you, but to better illustrate the thought processes necessary to begin a library resarch project. Discussing your topic with your instructor, fellow students, and a librarian is an important part of developing an interesting thesis and finding the materials to support your ideas.

Several different research topics are used as examples in these chapters. Although their topics are different, students can still converse with each other, compare notes, and essentially follow the same problem solving steps in doing their library research. Though your topic may be different from these, the process you follow will parallel that taken by the students in the examples. Like these students, you will probably have questions as you use the Library, so don't hestitate to ask for help at the Information Desk. These chapters should show you that libraries can be lively places and that research will bring you into contact with the world, not isolate you from it.

Each chapter concludes with a short exercise. Study each chapter thoroughly before answering the questions in the exercise. These exercises are not busy work, but are structured to help you develop a research process for your own topic. The questions asked in the exercises are questions you need to consider at various stages in your research. You are encouraged to discuss the questions and your answers with your fellow students, your instructor, and the librarians.

MAIN LIBRARY

Hours:	Monday-Thursday	7:30a.m.-10:00p.m.
	Friday	7:30a.m.-7:00p.m.
	Saturday	10:00a.m.-5:00p.m.
	Sunday	1:00p.m.-5:00p.m.

Call 996-0304 for intersession and holiday hours.

Following is a brief description of the various departments and service points in the Main and branch libraries. Floor plans of the Main Library are included at the end of this chapter.

CIRCULATION DESK
2nd floor center

The Circulation Desk is where you can check out and return books. You will need to present both your picture ID and number 7 fee card in order to check out books.

Most books circulate to undergraduates for 3 weeks. Books can be renewed in person or by telephone. If the book you need is checked out of the Library, you can reserve it at this desk. You will be notified by mail when the book is available for you to pick up.

You can order books from Urbana and the Library of the Health Sciences at the Circulation Desk. Tell the staff member the call number of the book you wish to order and in most cases the book will be ready to pick up in 3-4 days.

Fines for overdue books accrue at the rate of 15 cents per day per book. If a book is overdue, return it to the Circulation Desk. If there is a fine, you will be billed from the University Business Office.

The Library lost and found is located at the Circulation Desk.

Hours: The Circulation Desk is open all hours the Library is open.

Phone: 996-2724

COMPUTER SEARCH SERVICE
Room 2-350

The Reference Department's Computer Search Service provides online searching of databases to produce a tailor-made bibliography on a research topic. Databases (which are the computerized versions of indexes and abstracts) are available in most areas of the sciences, social sciences, and humanities. You can discuss your topic with a librarian at the Information Desk or in the Computer Search center to determine if your topic is appropriate for a computer search

A search creates a bibliography including some or all of the following: journal articles, magazine articles, newspaper articles, research reports, books, dissertations, government publications, patents, research in progress, statistical data, technical reports, and conference proceedings. To have a computer search done on a topic, go to Room 2-350 in the center of the second floor, complete a search request form, and make an appointment for the search. The result of the search will be a customized bibliography of references, usually printed at the computer terminal during the search. A search costs a minimum of $5.00; the average cost is $20.00.

Hours:	Monday-Friday	8:30a.m.-5:00p.m.

Phone: 996-2728

CURRICULUM LIBRARY

The Curriculum Library holds materials useful to teachers and student teachers in elementary and high schools. The collection includes textbooks, teacher's guides for textbooks, curriculum guides prepared by major U.S. school districts, children's books, standarized tests, teaching kits and games, filmstrips, and reference works relating to all of these materials.

The Curriculum Library materials are not listed in the catalog or LCS; instead it has its own catalog.

Most of the items in the Curriculum Library can be borrowed for one week. They should be checked out and returned at the Curriculum Library.

Hours:	Monday-Thursday	8:30 am-6:00 pm
	Friday	8:30 am-5:00 pm
	Saturday and Sunday	Closed
	Summer and Intersession hours vary.	

Phone: 996-4458

DOCUMENTS DEPARTMENT
3rd floor center

The Documents Department holds more than 800,000 government publications. The major part of the collection consists of publications of the United States government, the world's largest printer. Through participation in the federal government's depository library program, the Documents Department regularly recieves reports, Congressional hearings, census data, speeches by the President, and other publications. These are not listed in the card catalog; instead they are listed in the *Monthly Catalog of U.S. Government Publications* and other finding aids available in the Document Department. The Documents Department also collects publications of the State of Illinois, Cook County, the City of Chicago, the United Nations, and the British Parliament.

The Education Resources Information Center (ERIC) collection of more than 250,000 microfiche documents is kept in the Documents Department. These reports and research papers deal with elementary, seconday, and higher education and a wide range of related fields. The index to the ERIC collection is available in the Documents Department.

Most items in the Documents Collection can be borrowed for three weeks. They should be checked out and returned at the counter in the center of the third floor.

Hours:	Monday-Thursday	8:00a.m.-9:00p.m.
	Friday	8:00a.m.-7:00p.m.
	Saturday	10:00a.m.-5:00p.m.

Sunday	1:00a.m.-5:00p.m.

Phone: 996-2738

INTERLIBRARY LOAN
2nd floor center

The Interlibrary Loan Department is located adjacent to the Circulation Desk. Through the services of ILL, you can obtain books and photocopies of articles from virtually any library in the country. Though there may be a small fee depending on the library from which the material is borrowed or the amount of photocopying, this service is usually provided at no cost. Materials can be requested at the ILL desk and two weeks must be allowed for delivery. To order materials, you will need to provide the complete citation for the book or article; it is not possible to request materials by subject only. Librarians at the Information Desk can assist you in verifying the citation. Books ordered through ILL can be picked up and returned at the Circulation Desk; photocopies of articles are yours to keep.

Hours:	Monday-Friday	8:30a.m.-5:00p.m.

Phone: 996-4886

MAP SECTION
3rd floor south

Cartographic materials, such as maps, atlases, globes, aerial photomaps, and selected cartographic reference tools are located in the Map Section. The map collection, which numbers over 120,000 sheets, consists primarily of detailed topographic maps of the U.S and regional topographic maps of the rest of the world. These provide information about the physical landscape and cultural features, such as political boundaries, urban growth, and transportation and utility networks. In addition, maps are collected on specific themes, depicting subjects such as geology, mineral resources, hydrography, roads, and recreation. The Map Section acquires maps from commercial publishers and through three depository programs: U.S. Geological Survey, Defense Mapping Agency, and Superintendent of Documents.

The atlas collection, which numbers over 600 titles, includes general atlases of the world, as well as atlases of specific areas (countries, states of the U.S.) and atlases on specific topics (archaeology, climatology, history).

Access to the collections is provided through the Atlas and Map Card Catalog and specialized finding aids. The Map Section staff can assist you in determining the best access tool and in locating the material you need. Most maps and atlases can be borrowed for one week. Maps are checked out and returned at the Map Information Office; atlases are checked out and returned at the Circulation Desk on the second floor.

Hours:	Monday-Friday	8:30 am-5:00 pm

Phone: 996-5277

PERIODICALS, MICROFORMS, NEWSPAPERS
2nd floor south

Periodicals are housed in various locations within the Main Library and its branches. To determine if the Library owns a periodical you want, look up its title in the *Serials Holdings List*, a set of three large red volumes and small black supplement. Sets of the *Serials Holdings List are available throughout the Main* Library and at the branch libraries. It tells which periodicals the Library owns, which years of the periodical are here, and where the periodical is located. Most periodicals can be borrowed for three days. In the Main Library, they should be checked out and returned at the Periodicals and Microforms desk at the south end of the second floor.

Recent issues of one hundred heavily used periodicals are kept at the Periodicals and Microforms Desk. Titles of these journals are listed on a sheet on the counter at the Periodicals and Microforms Desk. Among these hundred journals are *Business Week*, *Jet*, *Time*, and the *Chronicle of Higher Education*. To borrow a recent issue of one of these periodicals for use in the Library, complete the appropriate form on the counter and present it, along with your ID card, to the desk attendant.

Recent issues of United States and foreign newspapers are kept in the two newspaper reading rooms near the microfilm reading area. Some newspapers and periodicals are kept on microfilm. The *Serials Holdings List* indicates which titles are on microfilm. To use a microfilm item, complete the appropriate form on the counter and present it, along with your ID card, to the desk attendant. Staff members at the desk will assist you with the microfilm reading machines if you are not familiar with their operation. Paper copies can be made from microfilm for 10 cents per exposure.

Hours: The Periodicals and Microforms Desk is open all hours the Library is open.

Phone: 996-4457

REFERENCE/INFORMATION DESK

2nd floor north

The staff of the Reference Department can help users learn about library resources available on a topic and how to use these resources effectively. The staff members at the Information Desk are there to answer questions about the Library's services and facilities and to help students use the Library. The reference collections includes periodical indexes, general and specialized encyclopedias, handbooks, dictionaries, biographical directories, and other useful books. These can be used to find specific facts or as starting points for research projects.

Reference librarians are also available for extended consultations with students working research projects. To schedule an appointment for a research consultation, go to Room 2-350 or call 996-2728.

Hours: The Information Desk is staffed all hours the Library is open.

Phone: Information Desk, 996-2726. Reference Department Office, 996-2728

RESERVE DESK

1st floor

If an item is "on reserve" it means the material has been temporarily withdrawn from general circulation so that students in a particular course can be sure of having access to it. Faculty members often put books or copies of journal articles on reserve at the Reserve Desk when they are required or recommended reading for a course. Placing materials on reserve affords all students a fair opportunity to use them before reading assignments fall due. Items on reserve are listed by course number in the binders at the north end of the Reserve Desk. Find the page for your course, complete one card for each item you need, and then take a number from the red dispenser at the desk. (You may borrow up to three items at a time.) When borrowing reserve items, be sure to check when they are due. Loan periods range from two hours to one week; overdue fines begin at $1.00 and increase rapidly. All reserve materials should be returned to the Reserve Desk book drop. In addition to the reserve materials, there is also a permanent collection of materials about financial aid for education kept at the Reserve Desk. These are listed in a separate binder.

Hours: The Reserve Desk is open all hours the Library is open.

Phone: 996-2719

SPECIAL COLLECTIONS
3rd floor south

The Special Collections Department was established to maintain and protect valuable research materials, many of which are unique. This material requires special handling and a secure and controlled environment, which the general stack area cannot provide. Therefore, these materials must be used in the Special Collections Reading Room.

A number of important special collections are housed in the department. These include manuscript and archival collections, in addition to printed books, many of which focus on the history of Chicago and the growth of its metropolitam area. Some of the most notable of these are the Jane Addams Memorial Collection, the Lawrence J. Gutter Collections of Chicagoana, the Midwest Women's Historical Collection, the corporate archives of both the Chicago Board of Trade, and the A Century of Progress International Exposition.

The Special Collections Department displays materials from its collections and is open to the public during department hours.

Hours: Monday-Friday 8:30a.m.-4:45p.m.

Phone: 996-2756

TYPING ROOM
2nd floor south

Coin operated IBM Selectric typewriters are available for use in the Typing Room on a first come, first served basis. The typewriters operate for approximately 15 minutes for 10 cents and you will need dimes to drop in the coin box. Typing paper, correcting fluid, and other other supplies are not available in the Library.

Hours: The Typing Room is open all hours the Library is open

Phone: 996-4457

BRANCH LIBRARIES

ARCHITECTURE AND ART LIBRARY
Room 206, Henry Hall

The Architecture and Art Library contains a current reading and study collection of 7,000 books, 4,000 exhibition catalogs, 50 periodical subscriptions, videotapes, 5,000 mounted architectural photographs, a small reference collection, and pamphlet files. The library also contains a collection of MFA, Architectural, and Urban Planning Theses, and a collection of product files. Books and periodicals in the fields of architecture and art are also available in the Main Library.

The Architecture and Art Library maintains its own card catalog. New items are being entered into the Main Library's catalog and LCS. Separate lists are maintained for videotapes, photographs, pamphlets, and theses.

A reserve collection for classes in the College of Architecture, Art and Urban Planning is kept behind the Architecture and Art Library's Circulation Desk. Reserve lists are available in a notebook at the desk.

Books, exhibition catalogs, and periodicals circulate for three days. All other items are available for room use only.

A self-service photocopy machine is located in the library.

Hours: Monday-Friday 9:00a.m.-5:00p.m.

Phone: 996-4469 or 996-5017

LIBRARY OF THE HEALTH SCIENCES
1750 West Polk Street

The Library of the Health Sciences maintains collections in the fields of dentistry, medicine, nursing, pharmacy, and other health related areas. In addition, the library is one of the National Library of Medicine designated resource libraries and serves as the Regional Medical Library for a ten state region.

Its collections include materials in all aspects of the health sciences, comprising over 5,500 current periodicals and more than 450,000 bound periodical volumes, books, government documents, and audio-visual items.

The library's facilities are available to the public for reference use and a trained profesional staff is on hand to assist the user. Most library materials circulate to authorized borrowers.

Anyone with a valid UIC ID has access to the library of the Health Sciences as well as borrowing privileges. The *Library Guide*, available at the Library of the Health Sciences, describes library services, facilities, and policies.

Circulation Services and Multimedia

Hours:	Monday-Thursday	7:30a.m.-12:00p.m.
	Friday	7:30a.m.-7:00p.m.
	Saturday	8:30a.m.-5:00p.m.
	Sunday	1:30p.m.-12:00p.m.

Phone: 996-8966

Information Services (Reference)

Hours:	Monday-Friday	8:30 am-7:00 pm
	Saturday	8:30a.m.-5:00p.m.
	Sunday	1:30a.m.-7:00p.m.

Phone: 996-8993

Documents

Hours:	Monday-Friday	8:30a.m.-5:00p.m.
	Other times ask at Reference Desk	

Phone: 996-8994

Special Collections and Archives

Hours:	Monday-Friday	8:30a.m.-5:00p.m.

Phone: 996-8977

MATHEMATICS LIBRARY

Room 430, Science and Engineering Office Building

The Mathematics Library has more than 10,000 books and journals on mathematics and computer science. Calculators for use in the library are loaned free of charge. Reserve materials for undergraduate math courses are kept at the Main Library Reserve Desk; reserve materials for graduate math courses are kept in the Mathematics Library.

Books and journals are loaned from the Mathematics Library for the same periods and under the same conditions as from the Main Library.

Hours:	Monday-Thursday	8:00a.m.-8:00p.m.
	Friday	8:00a.m.-4:00p.m.
	Saturday and Sunday	Closed
	Summer and Intercession hours vary	

Phone: 996-3024

SCIENCE LIBRARY

Room 3500, Science and Engineering South Building

The Science Library primarily serves the faculty and students in the science disciplines, although the facility is open to anyone. The library collects materials in astronomy, chemistry, physics, biological and geological sciences. Members of the Science Library staff are available to assist users in locating and using materials in the science collections.

The Science Library houses several special collections, including NASA Technical Reports, spectra collections of the Sadtler Research Laboratories, standards and specifications of various agencies, and geological reports of the U.S. and Canadian Geological Surveys.

The library houses reserve materials for 400 level science courses only. Materials for 100, 200, and 300 level courses are located at the Main Library Reserve Desk.

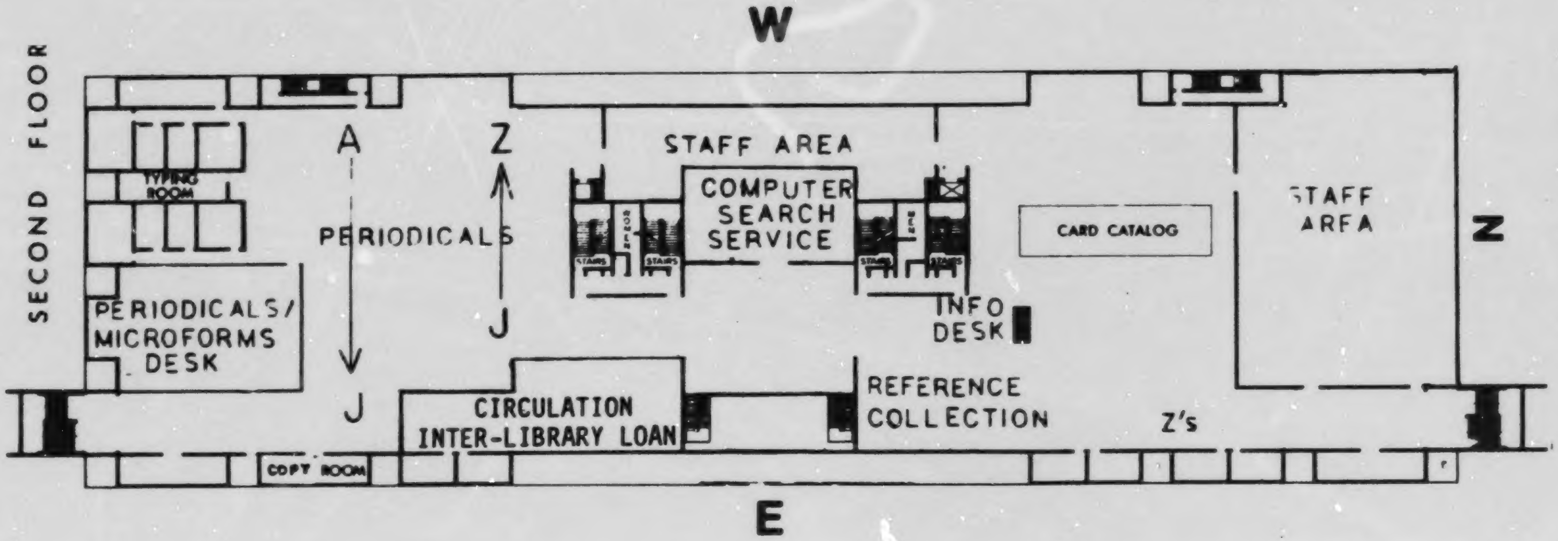
Borrowing privileges and fines are the same as at the Main Library. Anyone with borrowing priveleges at the Main Library may charge out Science Library materials.

Hours: Hours are the same as the Main Library

Phone: 996-5396

MAIN LIBRARY FLOOR PLANS

SECOND FLOOR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CARD CATALOG
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PERIODICALS/ MICROFORMS DESK
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CIRCULATION INTER-LIBRARY LOAN
REFERENCE COLLECTION
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COPY ROOM
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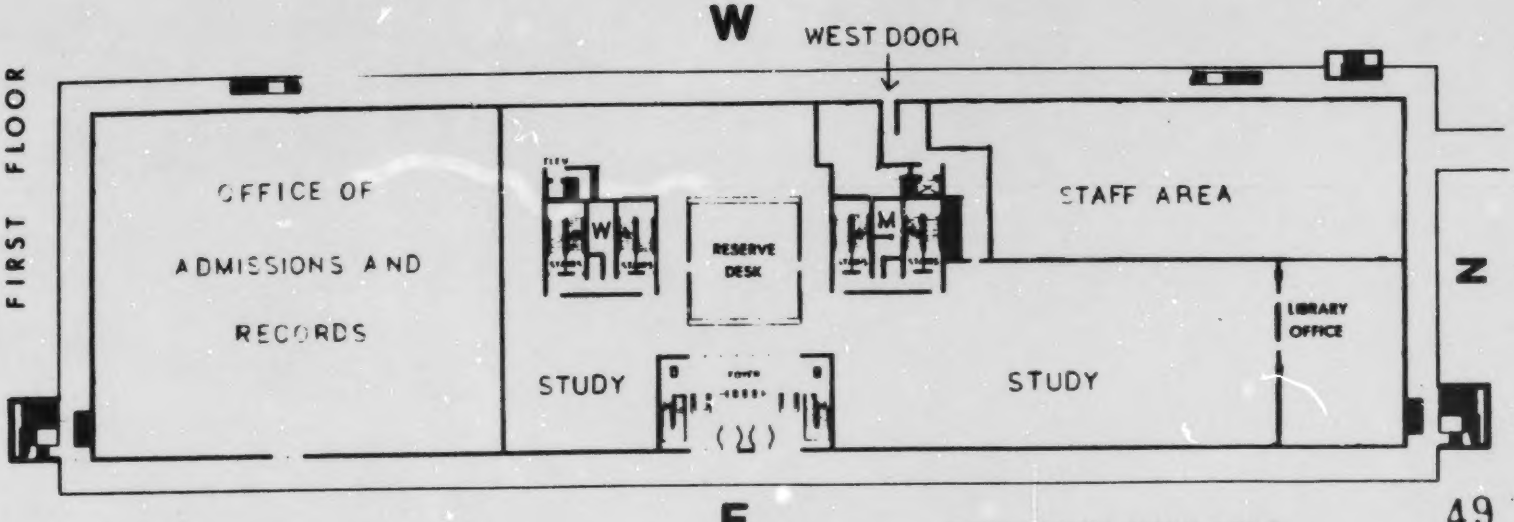
FIRST FLOOR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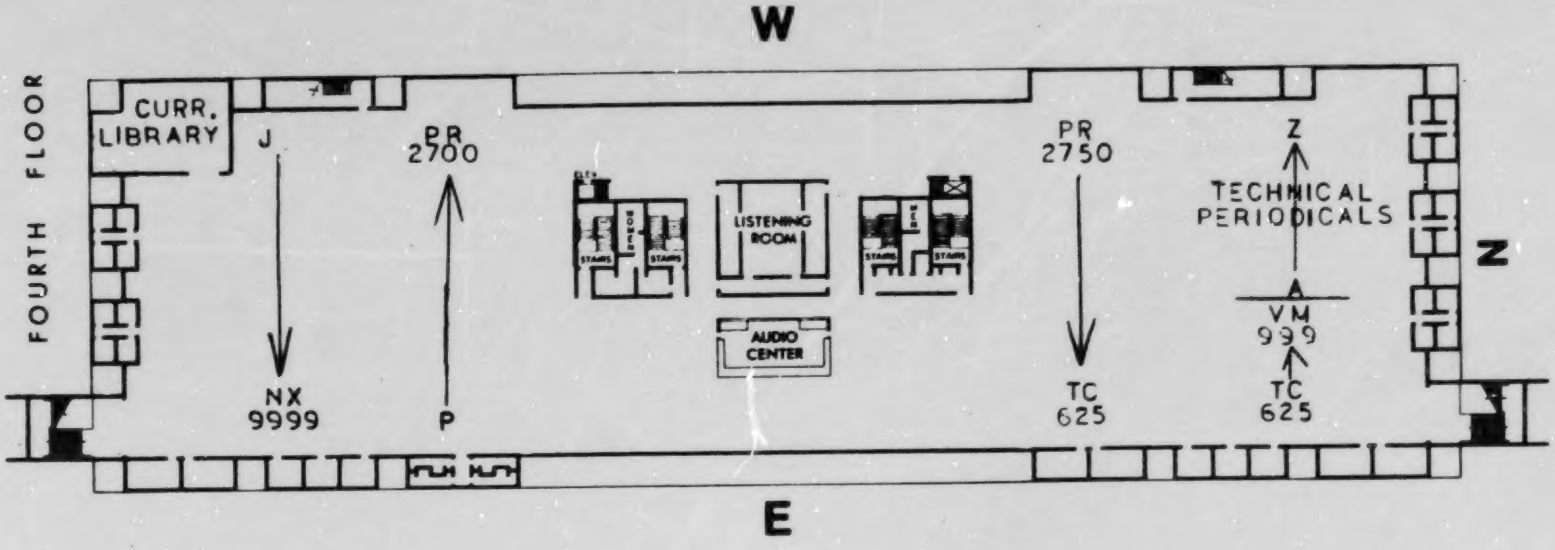
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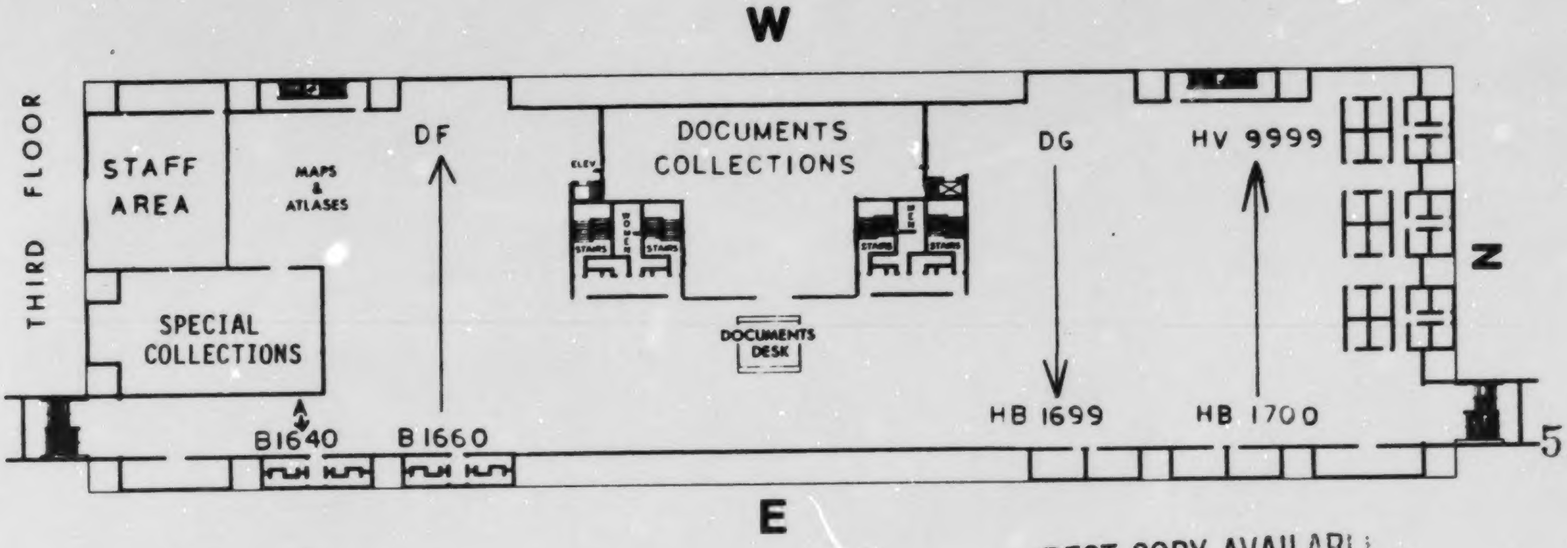
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CHAPTER 5

PLANNING YOUR LIBRARY RESEARCH

ASSESSING RESEARCH NEEDS

Many library research projects are doomed from the start because of one simple problem — the researcher doesn't know what information he or she is looking for! He may flip through cards in the card catalog, but none of the books seem "good." She may browse through the magazines, but find "nothing."

This is a common problem, but one that can be avoided. This chapter shows how to approach your topic by dividing it into specific questions to answer within your paper. Rather than looking, in a very broad sense, for materials related to your general thesis statement, it is possible to break your thesis into more specific questions or "information needs." This method will allow you to be more efficient in your search for library materials and help you to find the opinions of authorities, previous studies of your topic, statistics, and other information that will help you shape and support a persuasive paper.

After studying this chapter and completing the exercises, you should be able to state your topic as a series of questions. As your research progresses, you may choose to modify or eliminate some of these questions, or perhaps add others as you learn more about your topic. But developing a set of questions to guide your library search is an important first step.

* * * * * * * * *

Paul felt confused. He knew his Composition 102 paper would be a major assignment and he wanted to do well on it. But he had not written a research paper before and wasn't sure how to begin looking for information on his topic. After class one day, he asked the student sitting next to him how she planned to begin working on her paper.

"I suppose I'll just go to the library and try to find some books on my subject," Lisa answered. "I want to write about mass transportation systems and I'm sure there must be some books in our library on that subject."

"Yeah, but have you ever tried to find a book in that Library?" asked David, who overheard their conversation. "The books are never on the shelf and they're all too old. My topic is on civil defense for nuclear war and I can't find the information I want in the books I've looked at. I might have to change my topic."

Maria broke into the conversation. "Maybe you need to look in periodicals for more recent information. I've seen articles on my topic, solar energy, in the magazines we get at home, but I'm really confused when it comes to finding magazines in the Library."

"But remember," said Paul, our teacher keeps telling us this is an argumentative research paper, not a report. We're supposed to analyze the issue and present our views, not just summarize another author's views. I'm worried that I might not be able to find enough information for a research paper."

"Well," said David, "it sounds like we all have questions on how to get started on our papers. Why don't we meet in the Pier Room at 3 o'clock and talk about it. Maybe we can come up with a plan, or at least some questions to ask in class on Monday." The others agreed and planned to meet.

Later in the Pier Room, they shared their topics with each other:

Lisa—The survival of urban mass transportation systems

David—Civil defense for nuclear war

Paul—The death of the Olympics

Maria—Solar energy as a viable energy source for home use

"I think we each need to prepare a detailed outline for our paper," said David. "Then we'll know what information to look for."

"But how can we prepare an outline if we don't know much about our topic?" Maria asked. "Won't the information we find on our topic affect our outline?"

Paul broke in. "But without an outline how can we get started? I feel like I need some plan to follow."

"I think it's too early in the process to prepare an outline," Lisa said. "We won't know exactly which points to include in our paper till we've done a thorough job of evaluating the information on our topics. But we do need to have some sort of plan or guidelines to follow in gathering information. I think we need to identify what information each of us is looking for before we begin searching in the library."

"I remember a librarian who spoke to one of my classes," Maria said. "She suggested making a list of questions that you need to answer in order to write your paper. That way, you know what information to start looking for."

Paul spoke. "That sounds good to me. By making a list of questions, we start to narrow or define our topics, but we don't limit them too much. We're still open to new ideas and facts we might come across as we read."

"Let's take a couple of minutes and write down some questions," David said. "Then we can help each other with our lists."

After thinking about and discussing their topics, the group came up with these questions:

Urban mass transit systems

What are the major modes of mass transit in urban areas?

What percentage of the U.S. urban population uses mass transit on a regular basis?

What percentage of the U.S. urban population uses automobiles for commuting within urban/suburban areas?

What are the drawbacks or hazards related to automobile use in urban areas?

Why don't more people use existing urban transit systems?

Will new technology allow for new or improved systems?

Are there new developments in mass transit that cities need to consider?

Death of the Olympics

How did the ancient games originate?

What principles governed the conduct of the ancient games?

Why were the ancient games discontinued?

How did the modern games originate?

What factors or events have had a detrimental effect on the games?

Are there reasons to continue the Olympic games?

What effect has professional athletics had on the Olympics?

What are the proposed changes or alternatives that may help the Olympics to survive?

Solar energy as a viable energy source for home use

What are the types of solar energy systems?

What type of weather conditions are needed to use solar energy?

What are the advantages/disadvantages of solar energy compared to other energy sources?

Will we face shortages of traditional energy sources in the near future?

What types of solar systems are feasible for homes?

Can solar energy be used for other purposes besides heating?

Why hasn't solar energy caught on?

Civil Defense during nuclear attacks

What is civil defense?

What is the civil defense plan of the United States? Of Russia?

What are the dangers to contend with during and after a nuclear attack?

Are there ways to protect people from these dangers?

What are the opinions of antinuclear groups on the U.S. civil defense plan?

What are some of the alternatives to the current U.S. civil defense plan?

Is a civil defense plan feasible for nuclear war?

"I think we really have a good start," David said. "But I want to discuss my topic again with our instructor. She may have suggestions for other questions to consider."

"Good idea," said Lisa. "You know, this is the best I've felt about this assignment. We're getting to be real intellectuals," she said with a smile.

"O.K., Einstein," Paul kidded, "maybe you can tell us how to find the answers to these questions."

Exercise

Before going on to the the next section, complete the following exercises based on your own research topic:

1) Make a list of 5-10 questions you will need to answer in your research paper. To help generate your list of questions, try these two exercises:

    a) Decide which major subject or discipline you want to cover in your paper. For example, Paul is focusing on the political aspects of the Olympics. He hasn't asked questions on other, unrelated aspects such as how the athletes train or what they eat. Try to identify one aspect of your topic and focus your questions on that aspect.

    b) Make a list of important terms or "key words" related to your topic. Lisa may have created the following list for her research on urban transportation:

        subways
        buses
        urban planning
        automobiles
        mass transportation
        expressways
        fares
        commuters
        CTA
        bike paths

    Such a list may help you to identify important points to address in your questions.

List your questions here and on the following page:

CHOOSING APPROPRIATE SOURCES

Once you have a set of questions for your topic, you may feel a strong urge to rush into the library to find the "answers" to your questions. Or you may feel baffled by your questions, discouraged about ever finding the answers.

Before you begin your search (or give up!) study this chapter and complete the exercise. In this chapter, you will learn how to determine which library sources will best answer your questions. In other words, you should be able to "link" your question to an information source - a book, magazine, encyclopedia, etc. Once you know which source will most likely address your question, your search to find that source will be much easier.

* * * * * * * * * *

After their next class meeting, Paul, Lisa, David, and Maria decided to meet again to discuss how to find answers to the questions on each of their topics.

Paul looked tired as he spoke. "I'm not so sure we're on the right track. We've got a list of questions—big deal. What we need are the answers. Where are we going to get the answers?"

"Well, you're right," said Maria. "The questions aren't the final product—our paper is. What we need to do is figure out where to look for the information we need."

"Right. We need to determine which information sources are available to us," Lisa said. "This group seems to be good at making lists, so let's make a list of all the possible information sources we might use."

After a long discussion, the group had decided on this list of information sources:

books
newspapers
magazines
films
TV programs
interviews
encyclopedias
radio programs
lectures
libraries
government publications

David suggested, "Let's just concentrate on sources we can find in the Library for now. This list is pretty long and we need to find sources that we can use in our Works Cited."

"I don't know about the rest of you," Paul said, "but I haven't used the Library very much before. I mean, I've checked out books, but I'm not sure how to find all these differenct sources."

"Well, we need to act fast you guys," Maria said. "I think we should take our list of sources, go to the Information Desk in the Library, and ask a librarian which ones are good for our topics.

The librarian who spoke to my Psychology class was really helpful and seemed friendly, too."

The others agreed and the four of them went over to the Library. At the Information Desk they met Jim, one of the librarians. They briefly described each of their topics and showed him their list of sources.

"This is quite a list," said Jim. "The Library doesn't have all of these sources, but it has many of the most important ones." Jim went on to describe the major sources in the Library and helped the group to define each type of source:

book - a comprehensive work, which provides an in-depth analysis of a topic.

newspaper - a daily or weekly publication containing news, photos, editorials, and other features.

magazine - a weekly or monthly publication which contains stories, essays, and other features by a number of writers. Magazines may be general or focus on a particular subject area. Magazines are usually written for the general public.

journal - a publication issued monthly or quarterly, frequently published by a learned society or profession. The articles in journals tend to be longer and more in-depth than magazine articles and are usually written by scholars in that field.

encyclopedia - a book or set of books which has short articles on a broad range of subjects.

government documents - publications issued by local, state, federal, or international government agencies. Includes books, magazines, journals, brochures, pamphlets, reports, committee hearings, etc.

"I understand what each of these sources is," Paul said. "I mean, I know the difference between a book and a magazine. But which one is better for my topic? Which source should I start with?"

"Each of you has chosen a fairly controversial topic," Jim said, and you'll need to check many different sources to determine the different viewpoints. Where you should look depends on the specific questions you're trying to answer. Try to evaluate each source in terms of the kind of information you need. Let me give you some ideas for criteria or standards to consider when you evaluate information sources:

currency - how up-to-date is the information?

accuracy - is the information reliable? Is it written by someone qualified in that field?

retrieval - How easy is the source to locate in the Library?

depth of information - does the source give an in-depth analysis of the subject?

focus - does the source concentrate on a specific aspect of the topic?

bibliography - does the source contain a bibliography or footnotes to document the author's research and lead you to other sources?

"It might be easier to evaluate each source if you arrange these criteria into a chart like this," Jim suggested.

	retrieval	accuracy	currency	depth	focus	bibliography
magazine						
encyclopedia						
newspaper						
book						
journal						
documents						

"Why don't you take some time now and rank each source on how well it meets each of these standards," Jim suggested. Use a scale of 1 to 5, with 1 being the highest or "hardest" and 5 the lowest or "easiest". For example, encyclopedias are fairly easy to find in the General Reference Collection, so you might rank them "5" or "easiest" on **retrieval.** Magazines and journals are usually more difficult to retrieve, so you may choose to rank them "1" or "2." Likewise, encyclopedia articles usually provide a general overview of a topic, and would get a low score of "5" in terms of **focus.** Journal articles, which usually are written on a very narrow topic, would earn a higher score or "1" or "2." In the last column, **bibliography,** indicate whether or not the source usually has a bibliography or works cited page.

Take a few minutes now and complete the above exercise. Then turn the page and compare your answers with those of the group.

After some discussion, the group completed the chart and came up with these rankings:

	retrieval	accuracy	currency	depth	focus	bibliography
magazine	3	3	1	4	3	no
encyclopedia	5	2	3	5	5	yes
newspaper	3	4	1	5	5	no
book	4	2	4	2	2	yes
journal	2	1	3	1	1	yes
documents	3	varies	varies	varies	varies	varies

Adapted from Cerise Oberman, *Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction.* Chicago: Association of College and Research Libraries, 1980.

Because documents are published in so many formats, it is impossible to rank them on this chart. Refer to the section on Government Documents for more information.

How do your answers compare to those of the group? There are no right or wrong answers to this exercise. Its purpose is to help you compare the various types information sources and decide which one(s) might best answer a particular question.

"Well, this looks pretty good," Jim said when they showed him the chart. "Does this help to answer your question on where to start?"

"Yeah, I think I get it," said David. "One of my questions is 'What is civil defense?'." I guess I need an answer that will be pretty broad and consider all aspects. So, from this chart, it looks like an encyclopedia would be the best place to start.

"But an encyclopedia article probably won't help me with the proposed changes in the Olympic games," Paul said. "It's a current topic and I'll need to check those sources with high ratings in 'currency,' newspapers and magazines."

"I think I'll need to check journals to find out how people use urban transit systems," Lisa said. "I'll need to find studies on use patterns and that kind of research article with very specific information would probably be in a journal."

"So I have just one more question," Paul said. "How do I find all these sources in the Library,"

"That's a pretty big question," Jim said with a smile. "It may take a few more trips to the Library before you know where everything is. But, in the meantime, I suggest you take the Self-Guided Walking Tour to become familiar with the layout of the Library. And be sure to ask at the Information Desk when you have a question."

Exercise

1) Ask at the Information Desk for a copy of the *Walking Tour.* This self guided tour will acquaint you with the layout of the Main Library and point out where many of the important research materials are located.

2) Use the chart from this chapter to determine which source(s) would be most likely to provide the best answer to your questions from the previous section. Write out each question, and following it, write the source or sources you feel would best answer the question. Some questions may be answered through more than one source. Briefly describe the reason for your choice.

CHAPTER 6

USING LIBRARY RESOURCES

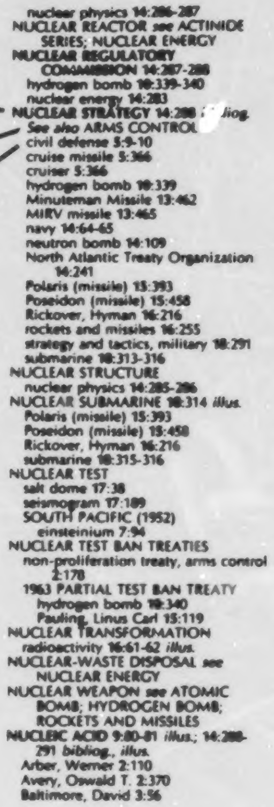
ENCYCLOPEDIAS AND OTHER BACKGROUND SOURCES

David wanted to find an answer to his question, "What is civil defense?" and also to get some background information on nuclear war and civil defense. He knew from the discussion in class and with his "study group" that encyclopedias are a good source to use early in his research. Encyclopedia articles are usually written by specialists in the field and give a broad overview of the topic. David suspected he would have to narrow his topic and the background information supplied in an encyclopedia article might help him to do so.

David had learned that most encyclopedia articles have a bibliography. He hoped to find a bibliography that would lead him to other authoritative books and articles on his subject.

ENCYCLOPEDIAS

David found the general encyclopedias in the General Reference collection on 2nd floor north. He realized that articles on his topic might be listed under one or more headings: for example, nuclear war, civil defense, war, nuclear weapons, etc. To locate his article, he used the index to the encyclopedia rather than trying to find the article in alphabetical order within the main set. Here's an example of what he found in the index volume of the *Academic American Encyclopedia* in which he found the subject heading "nuclear strategy":



nuclear physics 14:286-287
NUCLEAR REACTOR *see* ACTINIDE
SERIES; NUCLEAR ENERGY
NUCLEAR REGULATORY
COMMISSION 14:287-288
hydrogen bomb 10:339-340
nuclear energy 14:283
NUCLEAR STRATEGY 14:288 *bibliog.*
See also ARMS CONTROL
civil defense 5:9-10
cruise missile 5:366
cruiser 5:366
hydrogen bomb 10:339
Minuteman Missile 13:462
MIRV missile 13:465
navy 14:64-65
neutron bomb 14:109
North Atlantic Treaty Organization
14:241
Polaris (missile) 15:393
Poseidon (missile) 15:458
Rickover, Hyman 16:216
rockets and missiles 16:255
strategy and tactics, military 18:291
submarine 18:313-316
NUCLEAR STRUCTURE
nuclear physics 14:285-286
NUCLEAR SUBMARINE 18:314 *illus.*
Polaris (missile) 15:393
Poseidon (missile) 15:458
Rickover, Hyman 16:216
submarine 18:315-316
NUCLEAR TEST
salt dome 17:38
seismogram 17:189
SOUTH PACIFIC (1952)
einsteinium 7:94
NUCLEAR TEST BAN TREATIES
non-proliferation treaty, arms control
2:178
1963 PARTIAL TEST BAN TREATY
hydrogen bomb 10:340
Pauling, Linus Carl 15:119
NUCLEAR TRANSFORMATION
radioactivity 16:61-62 *illus.*
NUCLEAR-WASTE DISPOSAL *see*
NUCLEAR ENERGY
NUCLEAR WEAPON *see* ATOMIC
BOMB; HYDROGEN BOMB;
ROCKETS AND MISSILES
NUCLEIC ACID 9:80-81 *illus.*; 14:288-
291 *bibliog.*, *illus.*
Arber, Werner 2:110
Avery, Oswald T. 2:370
Baltimore, David 3:56

subject

main article appears in volume 14, page 288 and includes a bibliography

"See also" indicates that related material may be found under ARMS CONTROL

related subject on civil defense as it relates to nuclear strategy appears in volume 5, pages 9-10

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Exercise

Following is the article David found in the *Academic American Encyclopedia.* Read the article and complete the exercise below before reading further in this chapter.

Do you feel the information in the article is useful for David's topic? Why or why not?

Does the information in the article help to answer any of David's questions listed on pages 45-46?

Are any of the titles in the bibliography useful for his topic? Why or why not?

ico City. The city is an important processing and commercial center for the surrounding mining and agricultural region where livestock is a principal product. Ciudad Victoria was settled in 1750.

civet [siv'-et]

Civet is the common name for 16 genera of carnivores belonging to the family Viverridae, a family that also includes the MONGOOSE. Civets are from 41 to 81 cm (16 to 32 in) long; the bushy tail often adds up to 76 cm (30 in) more. They have a catlike face.

Anal scent glands open into a large pouch where musk accumulates. The animal uses musk to mark territory, and it may be a sexual attractant. Musk is used in making perfume. The color of the civet's coat varies but is usually grayish brown with dark stripes or spots.

Civets live in the forests and brush of Asia, Africa, and southern Europe. Palm civets climb trees, but others hunt on the ground. Civets feed on small animals and occasionally bulbs, corms, nuts, and fruits; some eat carrion. From one to six young are born in a litter. The life span is five or more years. EVERETT SENTMAN

Civil Aeronautics Board

The Civil Aeronautics Board (CAB), an independent U.S. government agency established under the Civil Aeronautics Act of 1938, regulates the fares and routes of commercial airlines. It consists of five members appointed by the president for 6-year terms. In 1978 a major change in CAB policy took place; the board announced its intention of allowing air carriers to reduce fares substantially and to fly new routes with little restriction. The new policy found congressional support in the Air Transportation Deregulation Act of 1978, which eliminates CAB authority over domestic routes by the end of 1981 and ends CAB regulation of domestic fares, mergers, and acquisitions by 1983. The CAB itself is to be abolished by Jan. 1, 1985.

civil defense

Civil defense encompasses all measures taken by a government to protect its civilian population and its property against the destructive effects of enemy attack. (Recently the term has broadened in meaning to include rescue systems to counter the effects of such natural disasters as earthquakes and hurricanes.)

Civil Defense in World War II. Although the idea of civil defense is an old one—medieval castles, for instance, were often designed to shelter the surrounding populations during attacks—in the modern era, little consistent attention was paid to the notion until World War II, when bombing cities became a major factor in warfare. Citizens in many of the combatant countries were trained in civil defense techniques: fire fighting, first aid, and the rescue of bombing victims from ruined buildings. When air-raid sirens sounded the warning, the inhabitants of European cities learned to take shelter in designated protected areas, primarily subways and basements.

The heavy German bombings of London aroused fear that U.S. cities could also become targets of long-range bombing attacks, and the U.S. Office of Civil Defense was established in 1941. Its program, which enlisted thousands of civilian volunteers, was limited in effect, to the enforcement of blackout regulations in coastal cities.

Protection Against Nuclear Attack. The atomic bombings of Hiroshima and Nagasaki forced the realization that civilian populations now suffered risks equal to those of military forces. The responsibility for creating and maintaining U.S. civil defense programs was given first to the U.S. Army (1946–48), then to a series of independent agencies, and finally (1961) to the Department of Defense. Interest in civil defense has been sporadic, and strategies have shifted from programs of private FALLOUT SHELTER building, to plans for massive evacuations of cities, to the establishment and provisioning of shelters in public buildings.

Civil Defense in the USSR. In recent years, interest in civil defense has revived in the United States, in part because of the emphasis on defensive measures in the USSR. Soviet efforts reportedly include regular drills for the entire population; training in bomb disposal and decontamination; plans for evacuating cities and dispersing industries; and fallout shelters stocked with gas masks and other defense equipment. Information available to American experts, however, indicates that only a small proportion of the Soviet population would be effectively protected in case of nuclear attack.

Civil Defense Controversy. Despite U.S. apprehensions regarding Soviet defensive capabilities, arguments for and against a massive U.S. civil defense program continue. Some believe that the only rational measure in the event of nuclear attack would be the mass evacuation of cities. Others are convinced that a fully integrated civil defense effort, involving civilian training, adequate warning systems, and a large-scale shelter program, would substantially reduce losses.

Opponents feel that such a program would be an indication to the world that the United States accepts the inevitability of a nuclear war, thereby increasing the likelihood that war will occur. In addition, it is generally agreed that no civil defense program, however extensive, could be successful without adequate warning time for populations to take to shelters or be evacuated; warning time, in a surprise attack, might be only a matter of minutes. Therefore, the establishment of a civil defense system might imply to opposing governments that the United States is prepared to undertake a surprise attack, a "first strike."

Civil Defense in Other Countries. Despite their traditional position of neutrality, both Switzerland and Sweden have extensive civil defense programs. It is believed that efforts in the Eastern European countries are similar to those in effect in the USSR. In addition, China is reputed to have created a vast civil defense system. JAMES M. MCCULLOUGH

Bibliography: Larus, Joel, *Nuclear Weapons Safety and the Common Defense* (1967); Martin, Thomas L., Jr., and Latham, Donald C., *Strategy for Survival* (1963); Wigner, Eugene P., *Who Speaks for Civil Defense?* (1968); Yegorov, P. T., Shlyakhov, I. A., and Alabin, N. I., *Civil Defense: A Soviet View*, trans. by the U.S. Air Force, Leon Govre, ed. (2d ed., 1970; Eng. trans., 1976). For discussion of current issues, see selected numbers of the monthly journal, *The Bulletin of the Atomic Scientists*. Also see the bibliography of government publications issued by the Defense Civil Preparedness Agency, Department of Defense.

See also: NUCLEAR STRATEGY.

civil disobedience

Civil disobedience is an act of disobeying a law on grounds of moral or political principle. It is an attempt to force society to accept a dissenting point of view. Although it adopts tactics of nonviolence, it is more than mere passive resistance since it often takes active forms such as illegal street demonstrations or peaceful occupation of premises. It is distinguished from other forms of rebellion because the civil disobeyer invites arrest and accepts punishment.

Civil disobedience is nearest to passive resistance when members of religious groups refuse to carry out legal obligations contrary to their beliefs, as when the DOUKHOBORS in Canada refused to send their children to state-operated

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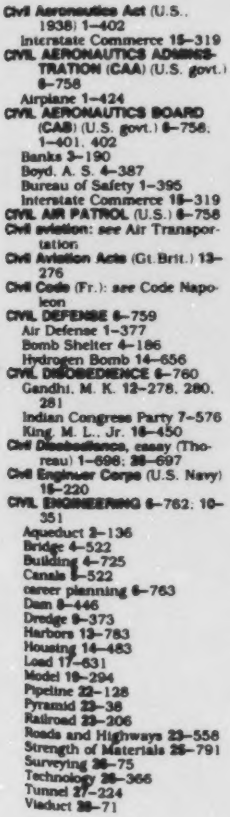
There are several features that made the article useful for David's research. It gave him a good definition of civil defense, told him a little about civil defense in the USSR, and briefly defined the two opposing views in the civil defense controversy. This article certainly doesn't give him all the information he needs to fully address this issue, but it does show him important issues to consider in his paper. The bibliography recommended a few books, most of them fairly old. It did suggest, however, the periodical *Bulletin of the Atomic Scientists* for more current information.

He tried the same approach in another general encyclopedia, *The Encyclopedia Americana.*

First, he checked the index:



Civil Aeronautics Act (U.S., 1938) 1–402
  Interstate Commerce 15–319
CIVIL AERONAUTICS ADMINISTRATION (CAA) (U.S. govt.) 6–758
  Airplane 1–424
CIVIL AERONAUTICS BOARD (CAB) (U.S. govt.) 6–758; 1–401, 402
  Banks 3–190
  Boyd, A. S. 4–387
  Bureau of Safety 1–395
  Interstate Commerce 15–319
CIVIL AIR PATROL (U.S.) 6–758
Civil aviation: *see* Air Transportation
Civil Aviation Acts (Gt.Brit.) 13–276
Civil Code (Fr.): *see* Code Napoleon
CIVIL DEFENSE 6–759
  Air Defense 1–377
  Bomb Shelter 4–186
  Hydrogen Bomb 14–656
CIVIL DISOBEDIENCE 6–760
  Gandhi, M. K. 12–278, 280, 281
  Indian Congress Party 7–576
  King, M. L., Jr. 16–450
Civil Disobedience, essay (Thoreau) 1–698; 26–697
Civil Engineer Corps (U.S. Navy) 15–220
CIVIL ENGINEERING 6–762; 10–351
  Aqueduct 2–136
  Bridge 4–522
  Building 4–725
  Canals 5–522
  career planning 6–763
  Dam 8–446
  Dredge 9–373
  Harbors 13–783
  Housing 14–483
  Load 17–631
  Model 19–294
  Pipeline 22–128
  Pyramid 23–38
  Railroad 23–206
  Roads and Highways 23–556
  Strength of Materials 25–791
  Surveying 26–75
  Technology 26–366
  Tunnel 27–224
  Viaduct 28–71

Because there was no article listed in the index under "nuclear strategy," he used a different term, "civil defense."

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He found a one-page article on civil defense:

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CIVIL DEFENSE, the system that provides passive defense for the civilian population and for private and public property against strategic or tactical military operations carried out by an enemy. The purpose of civil defense (CD), in the strict sense, is the protection of noncombatant civilian populations and noncombatant property. It is clear that in total war the civilian population and civilian resources are just as likely to become military targets as any military installation or unit.

The emphasis in civil defense is on passive defense measures. Civil defense personnel in Western nations maintain law and order among the affected population, provide shelter and food, conduct and assist in rescue operations, offer first aid, and generally take part in welfare-oriented aspects of civil government during the periods of crisis and recovery. It is primarily oriented toward protecting the population against the effects of nuclear weapons delivered by long-range missiles and aircraft.

Civil defense organizations in totalitarian nations, however, often take on a paramilitary aspect. In these areas, civil defense measures provide protection against conventional explosives, delivered by aircraft and by naval gunfire.

Development of Civil Defense. The idea of providing the population with passive defensive measures can be traced to the Bronze Age and the beginning of fortified towns. The massive medieval castles owed their size in part to the requirement that the fighting nobility shelter civilians against external threats.

Historically the militia, craft and trade guilds, and religious institutions performed civil defense functions. Now volunteer fire companies, citizens' welfare committees, civil air patrol, scout organizations, rescue squads, ham radio networks, and neighborhood civic associations all perform functions related to those of civil defense organizations.

Civil defense as a standing organization on the national level, however, did not arise until World War I and the advent of relatively long-range aerial bombing and long-range artillery. German attacks on Britain with bomber aircraft and dirigibles underlined the need for efforts to protect noncombatants and handle the nonmilitary aspects of defense. But it was not until World War II that civil defense came into its own as aerial bombardment assumed a major role.

U.S. civil defense in World War II was patterned after the British model but was neither as well organized nor as well trained, although many able people devoted much time and effort to the program. Civil defense personnel in U.S. coastal regions enforced blackout restrictions. The lights of coastal towns and cities, if not extinguished, would have provided an excellent background against which U-boat skippers could see U.S. and Allied ships in silhouette.

The development of atomic and nuclear weapons and the means to deliver them (intercontinental-range aircraft and, subsequently, intercontinental missiles) after World War II totally changed the nature of warfare and the entire world geopolitical situation. No nation could regard itself as immune from attack, nor could any civilian population expect to be spared the devastating effects of nuclear weapons. With the onset of the cold war, it became clear to most of the world powers that the protection of the civilian population and nonmilitary property and resources had become a major responsibility of national governments In the United States, the Federal Civil Defense Administration was established in 1950 to set forth standards and systems for shelters and for warning and communication systems and to distribute federal aid to the states for civil defense purposes. Little was done in the next few years, however, and the development of the hydrogen bomb and earth satellites, as well as more sophisticated missiles and antiballistic missiles, made the defense planning of the early 1950's hopelessly inadequate.

Steps in Event of Attack. Advances in weaponry and political developments change the civil-defense situation continually. It is impossible to devise a universal set of rules that will assure protection in all circumstances during a nuclear attack. However, a few basic steps might be worth noting for individuals living well beyond the immediate blast area, in which virtually everything would be destroyed.

The first warning would be a blinding flash, followed by a shock wave of highly compressed air and debris moving out from the point of detonation at about the speed of sound. Upon sensing the flash, one should take cover on the spot and remain there until the shock wave passes. Then one should get to a shelter as quickly as possible if there is one nearby.

Following the detonation there will be a period of about 10 minutes or more before radioactive fallout begins to return to earth. During this period one should seal up any openings to the outside if possible, and gather a supply of water and canned foods. Before fallout begins (in the form of coarse sandlike grains) one should take shelter. One must remain in the shelter as long as food and water supplies permit.

Urban Evacuation. The SALT I strategic-arms-limitation treaty of 1972 between the USSR and the United States brought a greater public awareness of the devastating possibility of nuclear war. In September 1978, President Carter ordered creation of the Federal Emergency Management Agency to consolidate all federal activities in the area of civil defense and preparedness. A renewed emphasis on civil defense came during the Reagan administration, with the president's proposal in 1982 of a seven-year, $4.2 billion program for preparedness for nuclear attack. An important feature of the Reagan plan was the evacuation of the population from urban centers in an effort to assure the survival of about 80% of the country's population in a nuclear war. The USSR was known to have developed such a program already, along with extensive construction of defense shelters, and the administration considered it necessary to try to match the Soviet civil-defense program.

The urban-evacuation program was vigorously opposed by peace activists and by many federal, state, and local government officials as a waste of funds needed for other purposes. They argued that it would be physically impossible to move great masses of people out of cities quickly and that, even if such an evacuation program could be carried out, the outlying suburban communities receiving the evacuees could not accommodate them with adequate space, shelter, food, and medical care. The only practical program for civil defense in the 1980's, they felt, was one that placed greater emphasis on efforts to reduce nuclear armaments and to promote international treaties that would ban their use.

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Although this article repeated some of the information from the first article, it was valuable. For example, David learned that the Federal Emergency Management Agency was responsible for all civil defense in the U.S. Is this still true today? He may have to check in the Documents Department to verify this information. The article also helped to clarify the controversy: The Reagan administration has increased spending for civil defense, whereas the peace activists argue that the only sane solution to the civil defense question is to reduce nuclear arsenals.

David realized that he agreed with the outlook of the peace activists and wanted to argue that position in his paper. The encyclopedia articles, however, have helped to identify the opposing viewpoint. He will need to find information on both views before his research is complete.

Reading the encyclopedia articles gave David ideas for specific points to cover in his paper. For example, the article from *Encyclopedia Americana* briefly described the phases of a nuclear attack, from initial blast to fallout. David thought he could describe these phases in his paper to help support his opinion that a civil defense plan is really not feasible in the event of a suprise nuclear attack. With this background information, David was better prepared to pick out information supporting or refuting these points as he continues his research. In other words, a few minutes spent with an encyclopedia article will usually help you to use other sources, such as books and periodicals, more effectively.

Following is a list of some of the general encyclopedias. The "Gen Ref" following each call number indicates these encyclopedias are located in the General Reference Collection on 2nd floor north. They contain information on almost any subject.

Encyclopedia Americana (AE5E3331983 Gen Ref)

An excellent general encyclopedia with emphasis on North America. An especially good source for information on American cities and towns.

Encyclopedia Britannica (AE5E631979 Gen Ref)

Originally published in Great Britain, this tends to be the most comprehensive of all encyclopedias. It is published in a 3 part format, the MICROPAEDIA (10 volumes) serves as ready reference and an index to the MACROPAEDIA (19 volumes), which contains longer articles. The PROPAEDIA is a one-volume outline of human knowledge, useful as an overall index.

Colliers Encyclopedia (AE5C6831982 Gen Ref)

Another good general encyclopedia with a one volume index. Bibliographies are not given at the end of each article but are grouped together in the last volume.

Academic American Encyclopedia (AE5A23 Gen Ref)

An up-to-date encyclopedia, especially good for political, historical, and biographical information. It has more illustrations than the other encyclopedias.

In addition, the library has many encyclopedias that focus on one particular subject area. These specialized encyclopedias are similar to the encyclopedias described above in that most contain bibliographies, are written by specialists in the field, and will give a broad overview of the subject. They may also have articles on subjects that are not covered in the general encyclopedias. Following is a list of some of the specialized encyclopedias in the General Reference Collection:

The Encyclopedia of Occultism and Parapsychology (BF1407E52 Gen Ref)

Harvard Encyclopedia of American Ethnic Groups (E184A1H35 Gen Ref)

Encyclopedia of Black America (E185E55 Gen Ref)

Encyclopedia of Economics (HB61E55 Gen Ref)

Encyclopedia of the Third World (HC598K871982 Gen Ref)

Encyclopedia of Management (HD3015E49 Gen Ref)

Encyclopedia of Careers and Vocational Guidance (HF5381E521982 Ref Desk)

Encyclopedia of Sexual Behavior (HQ9E41973 Gen Ref)

Encyclopedia of American Cities (HT123U381980 Gen Ref)

Encyclopedia of Social Work (HV35E5 Gen Ref)

Encyclopedia of Crime and Justice (HV6017E52 Gen Ref)

World Encyclopedia of Political Systems and Parties (JF2011W671983 Gen Ref)

Encyclopedia of American Foreign Policy (JX1407E53 Gen Ref)

Encyclopedia of Education (LB15B561970 Gen Ref)

The New Groves Dictionary of Music and Musicians (ML100N481980 Gen Ref)

Encyclopedia of World Art (N31E533 Gen Ref)

The Macmillan Encyclopedia of Architects (NA40M251982 Gen Ref)

McGraw-Hill Encyclopedia of Science and Technology (Q121M31982)

Encyclopedia of Bioethics (QH332E52 Gen Ref)

International Encyclopedia of Psychiatry, Psychology, Psychoanalysis, and Neurology (RC334I57 Gen Ref)

Encyclopedia of Sport Sciences and Medicine (RC1210E5 Gen Ref)

Book of Health (RC81C591973 Gen Ref)

OTHER BACKGROUND SOURCES

David found the encyclopedia articles helpful. They were short, but interesting, and were easy to find in the Library. He recognized Jim, the librarian, at the Information Desk and asked Jim if there were other sources he should consult for background information on his topic.

"There are several good sources for background information, especially for topics that are controversial and very current," Jim answered. "The information in these sources is similiar to that given in encyclopedias, and many include bibliographies. And they all have indexes so you can tell quickly if there is information on your topic."

Jim showed David the following sources in the General Reference Collection:

HC106.8 Rosenbaum, Robert A. *The Public Issues Handbook: A Guide for the Concerned*
R673 *Citizen.* Westport, Conn: Greenwood Press, 1983.
1983
Gen Ref

This single volume handbook covers 24 important issues of current interest, including civil rights, criminal justice, education, health care, unemployment, etc. Each ten-to twenty-page article presents opposing viewpoints on the issue and concludes with a bibliography.

HC106.8 *America Wants to Know: The Issues and Answers of the Eighties.*
A43 Edited by George Gallup. New York: A & W Publishers, 1983.
1983
Gen Ref

Covers the major social issues as well as science and technology, the environment, etc. Each section is made up of opposing viewpoints written by experts on the topic. Contributors include Isaac Asimov, Joyce Brothers, Leon Jaworski, B.F. Skinner, and many others.

H35 *Editorial Research Reports.* Washington: Congressional
E35 Quarterly, 1966-
Gen Ref

These reports are about 20 pages in length and provide an overview of the issues, historical perspectives, and possible outcomes for the future. Recent reports include organ transplants, gay politics, defense build-up, soil erosion, Lebanon, athletic training, etc. Each report concludes with a bibliography. Reports are published weekly in looseleaf form and re-issued in an annual bound volume.

To gather additional background on the civil defense controversy, David looked in *America Wants to Know.* After checking the index, he found the following article:

IF WE GET INTO AN ALL-OUT NUCLEAR WAR, HOW MANY PEOPLE WOULD BE LIKELY TO PERISH IN THE UNITED STATES AND AROUND THE WORLD? HOW MANY WOULD SURVIVE? WHAT WOULD THE WORLD BE LIKE FOR THE SURVIVORS OF A NUCLEAR WAR?

John R. Christiansen. It must be remembered that for years the policy of the United States has been deliberately *not* to protect the civilian population from nuclear attack. This part of the Mutually Assured Destruction (MAD) Policy was initiated under the hope that the Soviet Union would do the same. Russia has chosen *not* to keep its population vulnerable to attack. Presently, America would lose about 60 percent of its population in an all-out attack. Russia, Sweden, Switzerland, Norway, the People's Republic of China and many other developed nations—all of whom have developed effective civil defense systems—would lose no more than 6 percent of their populations, given adequate warning which is most likely. Most of the rest of the world's population would be relatively safe.

Depending upon the targets, the survivors would be relatively non-affected (most of the world) or relatively destitute—as would the United States under present circumstances. The United States, with a continued policy of no civil defense adequate for dealing with an attack, would become a third-world nation. With an adequate civil defense system, comparable to that of the Soviet Union, it would become a viable, equally productive nation within three years following a nuclear attack.

Howard Frazier. The United States has 31,000 strategic and tactical warheads, equivalent to 600,000 atom bombs like the one that was dropped on Hiroshima. According to a study made by the Congressional Office of Technology Assessment dated May 1979, up to 165 million Americans could die under conditions that would be "the economic equivalent of the Middle Ages."

Estimates regarding the number of people that would be killed around the world vary from half the world's population to every person in the world. Professor Philip Handler, president of the National Academy of Sciences, has stated: "A qualitatively new phenomenon would result. The depletion of the stratospheric ozone . . . global in scope . . . would persist for years, resulting in such intense ultraviolet irradiation of the earth's surface as to cause crop failure by direct damage to plants and by major alterations of climate and . . . markedly increase the incidence of skin cancer in those exposed." Professor John Somerville in an article in *The Churchman* (August, 1979) stated: "It is already objectively clear that the nuclear weapons which now exist in the arsenals of the opposing 'superpowers' are capable, if used, of annihilating all forms of life and all vestiges of civilization in a new kind of holocaust for which a new term had to be invented: omnicide. This is abundantly confirmed in the overkill statistics of weapons technology."

"The living would envy the dead" has been said of survivors of a nuclear holocaust. John Hersey in his book *Hiroshima* described some of the survivors of the Hiroshima bombing as follows:

> . . . There were about 20 men . . . all in exactly the same nightmarish state: Their faces were wholly burned, their eye sockets were hollow, the fluid from their melted eyes had run down their cheeks . . . their mouths were mere swollen puss-covered wounds, which they could not bear to stretch enough to admit the spout of a teapot . . .

The entire article consists of statements by four authors, each with a different opinion on the topic. The credentials of each author are listed at the beginning of the article. Later in his research, David may want to try to locate other books or articles written by these authors.

POINTS TO REMEMBER

1) Use the index to locate articles on your subject. Multi-volume encyclopedias usually have the index as the last volume in the set.

2) Check more than one encyclopedia.

3) Ask at the Information Desk for recommendations to encyclopedias appropriate for your topic.

4) Check an encyclopedia early in your research. It may help to identify major issues you should cover in your paper.

5) Many, but not all topics can be found in an encyclopedia. If you topic is very current you may have to use some of the other background sources, or even magazine or newspaper articles to locate background information.

Exercise

Using your own research topic, answer the following questions:

1) Choose at least 2 encyclopedias or other background sources discussed in this chapter. Check the index in each source for an article on your topic. List the terms you looked under in the index. List each term you looked under, even if you did not find an article listed under that term.

Source #1	Source #2
Title:	Title:
Index terms:	Index terms:

2) Read at least 2 of the articles you found in question 1. Using the questions you developed in Chapter 5, list those questions addressed in each article. If none of your questions is addresssed in the articles, explain the focus of the article and how it differs from the focus of your question.

Article #1	Article #2
Questions	Questions

3) Did the articles help to identify additional points or issues you want to address in your paper? List these points, if any.

4) List at least 2 sources from the article's bibliography that seem appropriate for your topic. If none of the sources seems appropriate, list at least 2 sources and explain why you think they are not appropriate, e.g., it's clear from the title of the book that it does not address your topic, publication date is too old, author is known to be biased, etc.

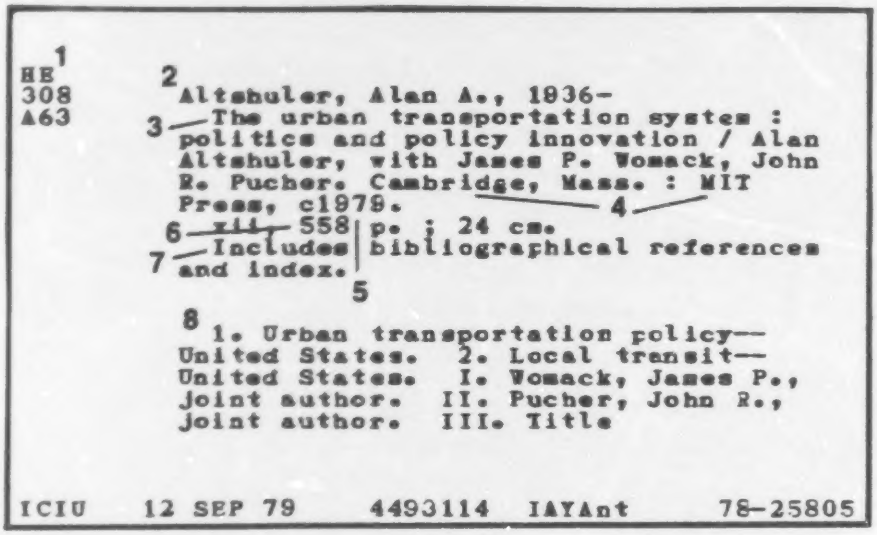
FINDING BOOKS IN THE LIBRARY

Lisa found an article on urban mass transportation in an encyclopedia and decided to look for one of the books listed in the bibliography. She wrote down the author and title of the books and went to the card catalog, 2nd floor north.

She knew the card catalog is the most complete record of books in the University Library. It includes books shelved in the Main Library, as well as the Math Library, Science Library, and Architecture and Art Library. However, the card catalog does not list periodicals nor books at the Library of the Health Sciences, and contains only a partial listing of the materials in Government Documents, the Rare Book Room, and Archives. These other libraries have separate card catalogs and/or indexes for their collections.

AUTHOR-TITLE CATALOG

Since Lisa knew the author and title of the book, she used the author-title catalog to find her book. The author-title catalog is identified by ORANGE labels on each drawer. Cards are filed alphabetically under the author's last name and also under the title of the book. Additional cards may be filed under an editor's name or under a joint author's name if the book has two or even three authors.



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Altshuler, Alan A., 1936-
The urban transportation system : politics and policy innovation / Alan Altshuler, with James P. Womack, John R. Pucher. Cambridge, Mass. : MIT Press, c1979.
xii, 558 p. ; 24 cm.
Includes bibliographical references and index.

1. Urban transportation policy--United States. 2. Local transit--United States. I. Womack, James P., joint author. II. Pucher, John R., joint author. III. Title

ICIU 12 SEP 79 4493114 IAYAnt 78-25805

1) Call number
2) Author
3) Title
4) Place and publisher
5) Date of publication
6) Length of book is 558 pages
7) This book has a bibliography and index
8) Tracings (headings under which cards for the book can be found in the author-title and subject catalogs.)

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Lisa copied down the Call Number and the Citation (items 2 through 5). The citation contains the information you will need in order to list the book in a bibliography or Works Cited. Before going to the shelves to look for this book, Lisa decided to check the subject card catalog for other books on mass transportation.

SUBJECT CATALOG

The subject catalog has YELLOW labels on the drawers and lists the same books as the author-title catalog, but the cards are filed under the subject matter. Some books may be listed under only one subject, while others may be listed under several subjects, depending on the scope of the book.

Lisa wasn't sure if she should look under transportation, mass transportation, urban transportation, or some other phrase, so she asked for advice at the Information Desk. Jim, the librarian, explained that in most college and research libraries like UIC, books are filed under subject headings established by the Library of Congress. Many topics, such as this one, can be described by several different terms or phrases. Libraries select one way to define each subject so that all of the books on that subject can be found in one place in the subject catalog. Rather than trying to guess which heading to look under, the librarian suggested two ways for Lisa to determine which heading to look under in the subject catalog:

1) First he pointed out the tracings at the bottom of the card that Lisa had found in the author-title catalog. By looking in the subject catalog under the subject headings listed in the tracings, Lisa will be able to locate other books on her topic. For example, Lisa should look in the subject catalog under "Urban transportation policy—United States" and "Local transit—United States." The tracings are actually a record of all the headings under which a book is listed, but they are also useful for getting ideas for headings to use in the subject catalog.

2) Jim also suggested looking in an index to all the subject headings used in the card catalog. This index is the *Library of Congress Subject Headings*. This red two-volume set is kept on the counter top at the Information Desk. Jim showed Lisa a step-by-step process for using the *Library of Congress Subject Headings*:

Step 1) Look up a word or phrase as it occurs to you. You may have to try several variations or synonyms until you find a heading. If it is printed in light type, look for the "see" reference and turn to that page. If the word is printed in boldface type, go to Step 2.

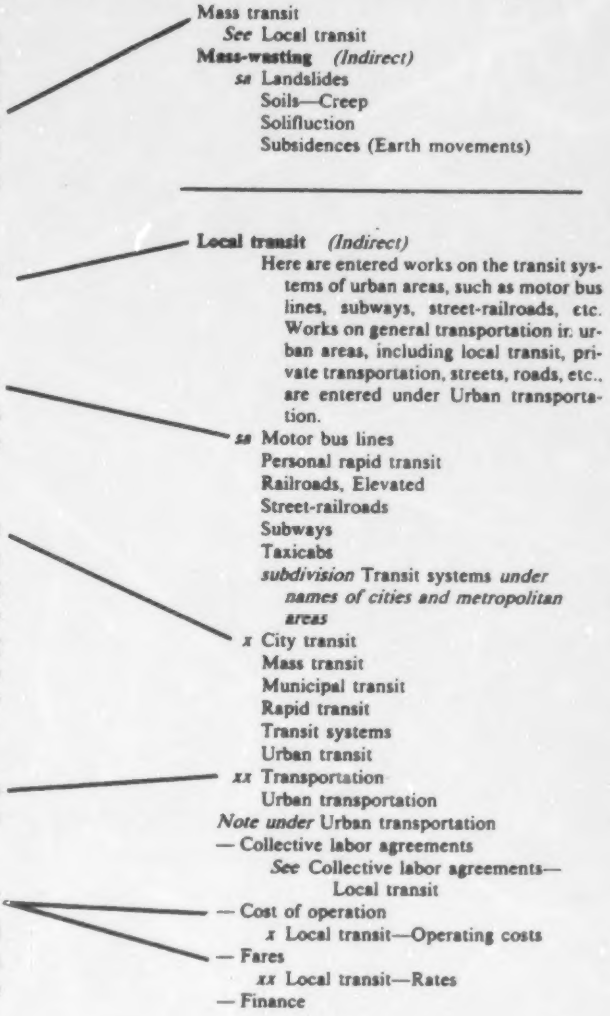
Step 2) The heading in boldface type is the heading as it will appear in the subject catalog.

Step 3) "sa" means "see also" and refers to more specific and/or related subject headings which could give you more information.

Step 4) "x" indicates terms not used in the subject catalog. For example, books will not be filed under the heading "Rapid transit," but instead will be filed under the bold-face heading "Local transit." If you had looked up "Rapid Transit," you would find only a card that said "see Local Transit."

Step 5) "xx" lists more general subjects which could give you more information on your topic.

Step 6) Subdivisions are preceded by a "-" and give a breakdown of the broad subject "Local transit." Subdivisions are filed alphabetically under the heading in bold type.



Mass transit
See Local transit
Mass-wasting *(Indirect)*
sa Landslides
Soils—Creep
Solifluction
Subsidences (Earth movements)

Local transit *(Indirect)*
Here are entered works on the transit systems of urban areas, such as motor bus lines, subways, street-railroads, etc. Works on general transportation in urban areas, including local transit, private transportation, streets, roads, etc., are entered under Urban transportation.
sa Motor bus lines
Personal rapid transit
Railroads, Elevated
Street-railroads
Subways
Taxicabs
subdivision Transit systems *under names of cities and metropolitan areas*
x City transit
Mass transit
Municipal transit
Rapid transit
Transit systems
Urban transit
xx Transportation
Urban transportation
Note under Urban transportation
— Collective labor agreements
See Collective labor agreements—Local transit
— Cost of operation
x Local transit—Operating costs
— Fares
xx Local transit—Rates
— Finance

"It's a good idea to check the tracings and the *Library of Congress Subject Headings*, especially the "sa" and "xx" headings," Jim concluded. "Try to look up as many related headings as you can. The Library doesn't have books on every subject in the *Library of Congress Subject Headings* and you probably won't find all the books you need under just one subject heading. It does not include person's names, but you can find books about a person filed in the subject catalog. Books about Clint Eastwood, for example, are filed under "Eastwood, Clint" in the subject catalog."

Lisa made a list of the headings she wanted to look under in the subject catalog and started looking through the cards. After a couple of minutes, it became obvious that the library had more books on her subject than she realized – how would she be able to pick the best ones for her paper? She was ready to go upstairs and browse the shelves when the librarian interrupted.

"How's it going?" Jim asked. "You look a little puzzled. Are you finding books on your topic? "

"Yeah...too many," Lisa answered. "How can I pick the best books on my topic? There are so many."

"Well, it's hard to do," Jim answered. "The card catalog does a good job of listing the books we have, but it isn't very good at evaluating the books. But let me show you a few things to watch for that may help you to find the books you really want."

1) Note the publication date. Is it appropriate for your topic? If you need historical information, an older publication may be acceptable. If you need more current information, look for a recent publication date.

2) Does the book have an index? This is noted on the catalog card. An index will help you find specific information in the book more efficiently.

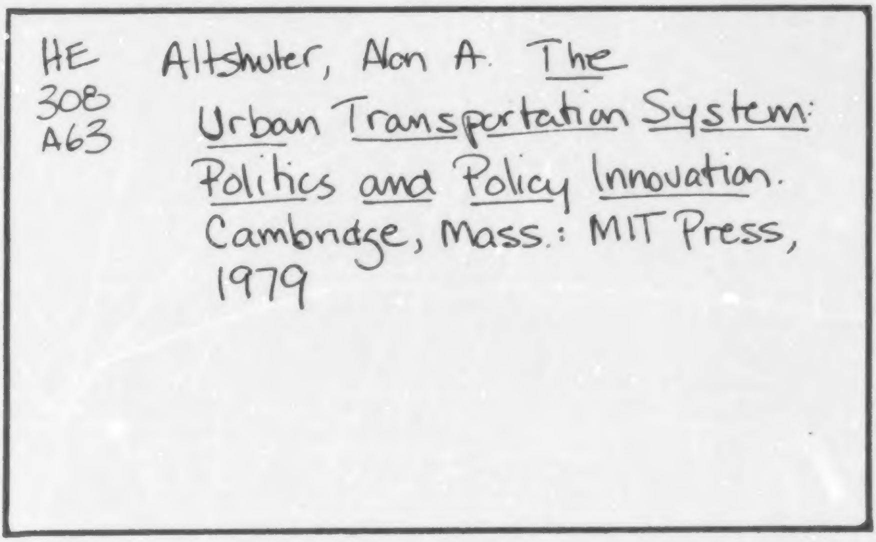
3) Does the book have a bibliography or footnote references? This is also noted on the catalog card. Not only will a bibliography or references lead you to other sources, but it will allow you to determine where the author obtained his or her information.

4) Look carefully at the title. Many well written, scholarly books have titles or sub-titles that accurately describe the contents of the books. Also, the tracings outline the major topics treated in the book and may help you determine its scope.

5) Are many books on the topic written by the same author? This may indicate that this author has done extensive research on the subject and is important to include in your research.

"These are good ways to evaluate your sources, but there's no substitute for actually going to the shelf and looking at the book," Jim stated. "You really can't judge a book by its catalog card."

As they spoke, Jim noticed that Lisa was jotting down call numbers for her books in the margin of the *Chicago Illini.* "I have one more suggestion," Jim said. "Keep a bibliography card for each book that you want to look for on the shelves. The bibliography card is an index card on which you keep a record of the call number and citation for one book. Later, when you look at the book, you may want to add your notes or observations to the card. Here's an example:



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Altshuler, Alan A. The Urban Transportation System: Politics and Policy Innovation. Cambridge, Mass.: MIT Press, 1979

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"It sounds like too much work to me," said Lisa. "Why should I bother to write down all that information? I may not even use the book in my bibliography."

"That may be true," Jim said, "but you won't know that until you actually look at the book. Or maybe you won't need it until much later in your research. If you don't keep a record of the book now, you may have to repeat all your searching in the card catalog to find the book again."

"Our teacher mentioned that at some point we would have to turn in our working bibliography," Lisa said. "What's a working bibliography?"

"If you keep a bibliography card for each book you look at, you'll have a working bibliography," Jim said. "A working bibliography is a list of books and other sources that you're considering for use in your research. So if you make a bibliography card for book, you've already added it to your working bibliography. Your teacher asks to see your working bibliography to evaluate how your research is going."

"Well, I don't like it, but I'll give it a try," Lisa said, putting away the catalog drawer. "I'll be back after I stop at the bookstore and get some 3 x 5 cards to use for my bibliography cards."

LOCATING THE BOOK ON THE SHELF

After looking through the subject catalog, Lisa had a list of several books she wanted to see. The UIC Library has open stacks, which means that it's possible to go directly to the shelves to look for books. The key to finding the book on the shelf is the call number. The call number is an intricate system of letters and numbers established by the Library of Congress, but it's not necessary to know this system in order to find the book. Lisa followed these steps to locate her books:

Step 1) Determine the location

To determine which floor the book is shelved on, use the Guide to the Book Stacks. This chart is located on each table at the card catalog. Copies are also avaliable at the Information Desk. Below is a copy of the Guide to the Book Stacks:

UIC LIBRARY -- GUIDE TO THE BOOK STACKS

Library of Congress Number		Floor Location	Library of Congress Number		Floor Location
AC-AZ		3-South	N -NX		4-South
B -BX		3-South	P -PR2749		4-South
C -CT		3-South	PR2750-PZ		4-North
D -DF		3-South	Q		4-North
DG-DX		3-North	QA	Math Lib., (SEE NOTE BELOW)	430 SEO
E		3-North			
F		3-North	QB-QR	Science Lib., (SEE NOTE BELOW)	3500 SES
G1-1000		3-North			
G1001-9999	Maps,	3-South	R -RZ		4-North
GA-GV		3-North	S -SK		4-North
H-HX		3-North	T -TX		4-North
J -JX		4-South	U -UH		4-North
K -KX		4-South	V -VM		4-North
L -LT		4-South	Z		2-North
M -MT		4-South	For Periodicals, see Serial Holdings List.		

NOTE: If the word MAIN appears under the call number, the title is located on 4-North, Main Library.

Explanation of Symbols Used in the Card Catalog:

*	Disregard: locate title by call number.
**	Oversized volume; shelved on lowest shelf at beginning of the classification.
Arch/Art	In Architecture & Art Library, 206 HH
Curr Lib	In Curriculum Library, 4th floor, south.
Doc Coll	In Documents Collection, 3rd floor, center.
Hull House	Ask at Archives, Basement, room B-242
Locked Case	Ask at the Circulation Desk.
Main	In Main Library.
Map Coll	In Map Collection, 3rd floor south.
Math	In Math Library, 430 SEO.
Microcard Microfilm Microprint	Ask at Periodicals-Microforms Desk, 2nd floor, south.
NON-CIRC	Disregard and locate by call number, unless also labelled "Reference" or "Doc Coll."
Phonodisc Phonotape	Ask at Audio Center, 4th floor center
Rare Bk Rm	Rare Book Room, 3rd floor south
Reference	In Reference Collection 2nd floor, north.
Science	In Science Library, 3500 SES.

The call number from Lisa's example begins with "HE", so it will be shelved on 3rd floor north.

Some books may be shelved in special locations within the Library, such as the Rare Book Room, Locked Case, etc. These locations are indicated at the bottom of the call number and are listed on the Guide to the Book Stacks.

Step 2) Reading the Call number

To locate a book on the shelf, it is necessary to "read" the entire call number. Call numbers are based on the following types of order:

ALPHABETICAL: A, B, C,...PA, PB, PC,...Q...Z

NUMERICAL: 1, 2, 3,...99, 100, 101...101.75, 101.76...1000...9999

DECIMAL: .1, .24, .37, .375, .4, .8, etc.

To read the call number accurately, analyze it in this manner:

ALPHABETICAL — — HE

NUMERICAL — — —- 308
************************************** DIVIDE HERE
ALPHABETICAL — — A 63 — — DECIMAL
(Note that the decimal point is not printed on the card nor on the book)

Keep these points in mind:

1) Divide each call number after the first set of numbers.

2) Treat everything in the top part of the call number as a letter and a counting number. Treat everything in the bottom part as a letter and a decimal number.

3) Always work from the beginning of the call number to the end. For example, first find where the HE books are shelved, then HE 308, then HE 308 A, etc.

4) The following call numbers are in correct order:

HE	HE	HE	HE	HE	HE	HE
71	733	734	734	734	735	7300
Z87	T86	A37	A4	T86	A3	A2

Remember—these are decimal numbers.

Exercise

Locate a copy of the *Library of Congress Subject Headings* on the countertop at the Information Desk and look up your subject. You may want to refer back to your list of keywords from Chapter 5 to help you find a subject heading appropriate for your topic. Be sure to ask for assistance at the Information Desk if you have any questions.

1) What is the main heading (boldface type)?

2) Look at the "sa" headings listed under the boldface heading. Which of these headings will you want to look up in the subject catalog? List them. If you feel the "sa" headings are not useful for your topic, list them and explain why you feel they are not useful. If there are no "sa" headings listed under the bold-face heading, write "no sa" and go on to the next question.

3) Now look at the "xx" headings. List those that are related to your topic. If the headings are not useful for your topic, briefly explain why.

4) Each "sa" and "xx" heading is also listed as a bold-face heading in the Library of Congress Subject Headings. Look up the "sa" and "xx" headings from questions 2 and 3. List any new headings that you find.

5) Use one of the headings from questions 1-4 to find a book in the subject catalog on your topic. Use the information from the catalog card to answer the following questions:

Who is the author?

What is the title of the book?

Where was the book published?

Who is the publisher?

What is the publication date?

Does the book have an index? A bibliography?

List the tracings for the book.

What is the call number for the book?

Where is the book be shelved?

USING THE LIBRARY COMPUTER SYSTEM

LCS, the Library Computer System, is an online circulation system. This means that its primary function is to keep a record of the books checked out of the Library. But you can also use LCS, in a limited way, to determine if the Library has a certain book, if the book is checked out, when it's due back, and other information the card catalog cannot supply. Because LCS is shared among more than 20 libraries in Illinois, it can also be used to check if other libraries have a book. This feature is especially useful if you need to find a book that the UIC Library does not own.

LCS does not replace the card catalog. However, when LCS is used in conjunction with the card catalog, it can make your search for books easier and more effective.

LEARNING TO USE LCS

LCS is easy to learn, but like any computer system, there are several conventions to be aware of. Start by coming to the LCS terminals on 2nd floor north, near the card catalog and Information Desk. There are several printed guides and manuals that you will need to refer to while using LCS. All of these are located at each terminal. Take a moment to locate each of these at the terminal you're using:

Summary of LCS Commands

This is a small chart taped near the keyboard of the terminal. It includes two important lists: (1) NON-SIGNIFICANT WORDS, i.e., those words like "a," "an," "the," etc., that you must ignore when doing LCS searches and (2) other libraries that share the LCS system. You can search the collections of any of these libraries from the terminals in this Library.

A Brief Guide to LCS Searching

This pamphlet is available in a display box on the wall near your terminal. If the box is empty, ask for a Brief Guide at the Reference Desk. The Brief Guide gives instruction for conducting the various searches. Also, on the inside of the pamphlet, there is a detailed explanation of a typical response.

LCS User's Manual

This 30-page manual is spiral-bound with a black cover. It contains detailed instruction for all the LCS searches and outlines the more sophisticated searching techniques. If the manual is missing, ask for a copy at the Information Desk.

LCS can also be searched from any of the Academic Data Network (ADN) terminals on campus and from your home computer. If you're interested, pick up the information sheets "Use of LCS on the Academic Data Network" and "Dial-up Access to LCS" at the Information Desk.

SEARCHING ON LCS

There are no special "log on" procedures or passwords necessary to begin using LCS on the Library terminals—the system is always "on" and ready to search. Follow these steps to do basic searches on LCS:

1) Begin a search on LCS by typing a three-letter code that tells the system how you want to look for the book—by author, by title, by call number, etc. The most common ways to search

are as follows:

If you want to search by:	**Type this command:**
Author and title	ATS/
Author	AUT/
Title	TLS/
Call Number	DSC/

2) You now type information about the book you're looking for. This information is determined by the type of search search you're doing. The examples below are for the book *Measure for Measure* by William Shakespeare

Type of search	**Enter this code:**
ATS/	first 4 letters of author's last name, then first 5 letters of the first significant word of the title. Sample: ATS/SHAKMEASU
AUT/	first 6 letters of author's last name, then first 3 letters of author's first name. Sample: AUT/SHAKESWIL
TLS/	first 4 letters of the 1st significant word in the title, then first 5 letters from the 2nd significant word. Sample: TLS/MEASMEASU
DSC/	the complete call number Sample: DSC/PR2824A2N6

Notice that in the TLS/ search, the word "for" is on the Non-significant Word List, so you ignore it when conducting the search. In most cases, there are no spaces used in LCS searches. The only exception is when an author or title is shorter than the required number of spaces. In these cases, use the space bar to fill in the required number of spaces. For example:

Library budgeting by Sul Lee

Search code: ATS/LEE LIBRA

Because "lee" is only 3 letters, you must type L-E-E and then hit the space bar once to make a total of 4 spaces.

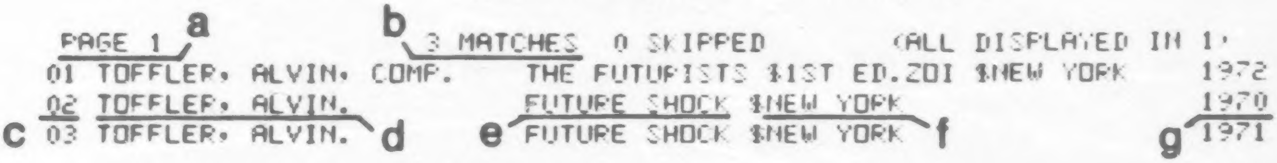
3) After you type in the search code, press the RETURN key, located on the right side of the keyboard. If the system responds ILLEGAL INPUT COMMAND, check to be sure your search code has the correct number of letters, and type it again.

If the system responds NO MATCHING SEARCH CODES, it means that the book you're searching for is not in the LCS system. Sometimes a book will not appear with an AUT/ or ATS/ search, but will be found using a TLS/ search. Try several types of searches before you assume the library doesn't have the book. Not all the books in the library are listed on LCS, so if the response is still NO MATCHING SEARCH CODES, check the card catalog to see if the book is in the library.

To examine some of the other LCS responses, use the example *Future Shock* by Alvin Toffler. First, enter the ATS/ search:

ATS/TOFFFUTUR

When you hit the RETURN key, LCS will respond with the following display:



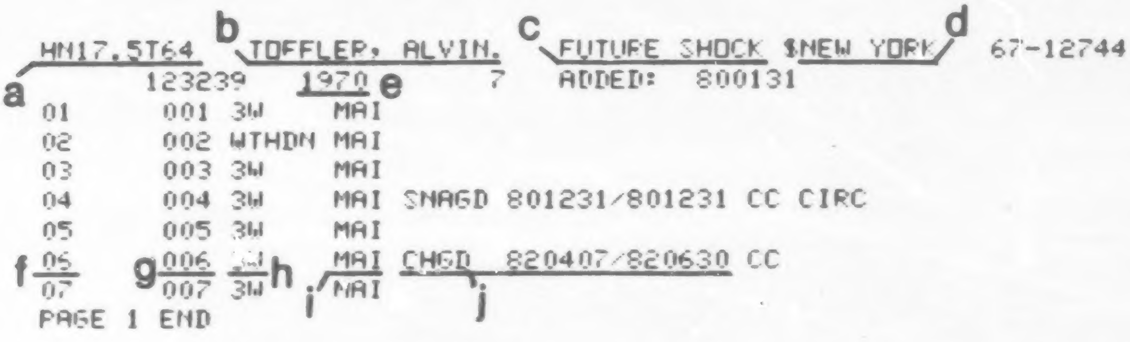
```
PAGE 1                    3 MATCHES  0 SKIPPED          (ALL DISPLAYED IN 1)
01 TOFFLER, ALVIN, COMP.     THE FUTURISTS $1ST ED.ZOI $NEW YORK       1972
02 TOFFLER, ALVIN.           FUTURE SHOCK $NEW YORK                    1970
03 TOFFLER, ALVIN.           FUTURE SHOCK $NEW YORK                    1971
```

a) page of display **c) line number** **e) title**
b) total number of matches **d) author** **f) place of publication** **g) date of publication**

Because there are 3 matches or 3 books that satisfy the requirements of our ATS/ search, LCS gives only brief information about each book. Look at the example and you will see that this response includes only the author, title, place of publication, and year of publication. You need to determine exactly which book you want and then tell LCS to supply more information on that particular book. To do so, you type the following command:

DSL/line number

The LINE NUMBER is the number from the left column of the response that identifies the exact book you want. In this example, it's number 2. When you type DSL/2 and press RETURN, LCS responds with more detailed information about the book. Some of this information is useful only to library employess, but certain parts of this response are valuable for researchers, too. Look at the following response and identify these elements from the response:



```
HN17.5T64   TOFFLER, ALVIN.      FUTURE SHOCK $NEW YORK   67-12744
        123239   1970       7    ADDED:  800131
 01       001 3W    MAI
 02       002 WTHDN MAI
 03       003 3W    MAI
 04       004 3W    MAI SNAGD 801231/801231 CC CIRC
 05       005 3W    MAI
 06       006 3W    MAI CHGD  820407/820630 CC
 07       007 3W    MAI
PAGE 1 END
```

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a)	Call number	This is the same call number you would find in the card catalog, except it is printed on one line, rather than on several lines.
b)	author	
c)	title	
d)	place of publication	Notice that LCS does not inlcude the publisher.
f)	line number	
g)	copy number	this column will show you how many copies of the book the Library has. For this title we have 7 copies.
h)	loan period	"3W" means this book can be checked out for 3 weeks.
i)	location	"MAI" means the book in is the Main Library. Other locations are Science Library (SCI), Math Library (MTH), Architecture and Art Library (ARC), and Reference Department (NOCIR REF). Other location abbreviations are listed on page 29 of the *LCS User's Manual.*
j)	Circulation Status	If you see a blank line following the location, this indicates the book is not charged out and should be on the shelf. "CHGD" indicates the book is charged out. The numbers following CHGD indicate when the book was charged out and when it is due back. For example, 820407/820630 means the book was checked out 1982, 4th month, 7th day, and is due back 1982, 6th month, 30th day. If you see SNAGD in this column, it means the book is not available, but is being searched for in the Library.

If you have any questions at this point, be sure to ask for help at the Information Desk.

MORE THAN 10 MATCHES

Sometimes when searching a very common title or prolific author, you may find more than 10 matches for your search code. LCS will display only 10 titles at one time and then stop to give you a chance to read the response. When you're ready, type PG2 and press RETURN to see the next 10 titles, PG3 to see the next 10 titles, and PG+ for the next 10. Repeat this sequence, PG2, PG3, PG+, until you have seen all the titles. Try this example:

1) Do an author search (AUT/) for William Shakespeare.

2) How many matches are there? There should be over 300.

3) After LCS lists the first 10 titles, enter PG2 and press RETURN. The next 10 titles will be displayed.

4) Continue this sequence, PG2, PG3, PG+, PG2, PG3, PG+, etc., until you see all the titles (or get tired of looking!).

SEARCHING OTHER LIBRARIES

It's easy to search for a book at any of the other LCS libraries. Enter your search as usual, then add "/" followed by the two letter code for the library you wish to search. For example:

ATS/TOFFFUTUR/UC

is the search code for *Future Shock* by Alvin Toffler at the University of Illinois at Urbana.

UIC students have borrowing privileges at some of the other libraries on the LCS sytem. These include the following institutions:

Library	**Search Code**
Chicago State University	CS
DePaul University	DP
Governor's State University	GS
Illinois Institute of Technology	IT
Northeastern Illinois University	NU
University of Illinois-Health Sciences	MC
University of Illinois-Urbana	UC

As you become more familiar with LCS, you may want to read about its other capabilities in the *LCS User's Manual*. For now, complete the exercises below. You will need to know only the basic commands covered in this chapter.

Exercise

1) Choose a book from your working bibliography. You can use the book from the exercise in the previous chapter, or a different book. Write the citation to the book below.

   Author

   Title

   Place and Publisher

   Date

2) Go to an LCS terminal in the Library. Do an Author-Title (ATS/) search for the book on LCS. If you receive the response "No Matching Search Codes," do a Title Search (TLS/) for the same book. If you still get the response "No Matching Search Codes," choose another book from your working bibliography. Keep at it until you find a book listed on LCS. If you have problems, check with a librarian at the Information Desk. When you find your book, answer the questions below:

   a) What is the call number for the book?

b) How many copies of the book does the Library have?

c) According to LCS, is a copy of the book available on the shelf?

d) Is the same book available at the following libraries?

University of Illinois-Urbana

Depaul University

Chicago State University

MAGAZINES, JOURNALS, AND NEWSPAPERS: FINDING PERIODICALS

Paul had mixed feelings about the progress he was making in his research on the Olympics. He had found encyclopedia articles and was reading a book on the history of the Olympics. But he hadn't found any information on two important questions: (1) How have political considerations influenced recent Olympic games? and (2) What are some of the proposed changes regarding how the games will be organized in the future?

"I'll need recent information to answer these questions," Paul thought to himself, "and newspapers, magazines, and journals are good sources for recent information." (See the chart in Chapter 5). Paul hadn't used these sources in the Library before, so he asked Jim, one of the librarians at the Information Desk, for help.

"Where are the newspapers, magazines, and journals," Paul asked, "particularly those about the Olympics?"

"Sounds like a big project you're working on," Jim answered. "Tell me a little more about it."

Paul described his topic in greater detail and told Jim the specific questions he was trying to answer.

"Well, it's certainly important to know what information you want before you start looking for periodicals," Jim said.

"Periodicals?" Paul asked. "What are periodicals?"

"Periodicals are sources that are published on a regular basis, such as weekly or monthly, as are newspapers, magazines, and journals. Periodicals are also referred to as serials."

"So can you tell me where the periodicals are?" Paul asked.

"It's not quite that simple," Jim answered. "First you might want to evaluate the different kinds of periodicals in light of the information you need. Let's define the three major types of periodicals:

Newspapers – The Library receives many daily and weekly newspapers, such as the *Chicago Tribune, New York Times, Christian Science Monitor, Wall Street Journal*, etc. Newspaper articles are very good sources of current information, but are written for the general public and may not give an in-depth analysis of the subject. Current issues of newspapers are in the Newspaper Room, 2nd floor, South. Older issues are kept on microfilm at the Periodical Desk, also on 2nd floor south.

Magazines – These periodicals are more specialized than newspaper articles, but are still written to appeal to a wide audience. The Library subscribes to many magazines, like *Time, Newsweek, Scientific American, Foreign Affairs, Business Week*, etc. But the Library doesn't receive magaznies like *Glamour, Mademoiselle, People, Car and Driver, Redbook*, etc. These magazines may be fun to read, but they usually give little information appropriate to research topics. Most magazines are located in the Periodicals Shelving Area on 2nd floor south and are shelved alphabetically by title. Current issues of the most popular magazines are kept at the Periodicals Desk.

Journals – Journals contain articles that are generally more in-depth and specialized than articles in magazines. Journal articles tend to be written by specialists in their field, and journals are often published by a professional or learned society. The articles are well researched and will usually contain references or a bibliography. The title of a journal usually describes the particular focus of the journal, for example, *Bulletin of the Atomic Scientists, American Sociological Review, Journal of Physical Therapy*, etc. Some of the journals are shelved in the Periodicals Shelving Area on 2nd floor south. Others are shelved on 4th floor north, and some are shelved in call number order on the same shelves as the books. A little later, we'll talk about how to find exactly where the journal you want is located."

"So,it seems like journals are better than magazines or newspapers," Paul observed.

"It's not that clear-cut," Jim commented. "Journals are very good information sources and need to be included in most research projects. But newspapers and magazines can be valuable too. The best approach is to determine what information you need and search for the most appropriate source. Librarians and your instructor can help you to pick the best sources for your topic."

"I'd like to check all three kinds of periodicals," Paul said. "*Now* can you tell me where they are?" Paul asked.

PERIODICAL INDEXES

"The best way to find periodical articles is to start with the periodical indexes," Jim answered. "The Library receives more than 5,000 periodicals, so to look through each one for an article on your topic would be impossible. Each periodical index covers many different periodicals, from 150 to several thousand different titles. These indexes are arranged by subject; some include an author index as well. By looking through a periodical index, you can find articles on your topic published in many different periodicals."

"Are these indexes current?" Paul asked.

"Most indexes are published frequently, at least four times per year, so they are fairly current," Jim answered. "In addition, most indexes are bound into a cumulative issue at the end of the year. This cumulative issue will index articles published during the entire year. So you can use the current issues of the index to find recent articles, and the cumulative issues to find older articles. For example, you might want to look through the cumulative issues of an index for articles written just after the 1976 Olympic games."

"So do these indexes contain the entire article?" Paul asked.

"No, it would be nice if they did," Jim answered, "but basically the indexes will only tell you where to find the article, when it was published, etc. In other words, the index will give you just enough information so you can go back to the periodical and find the original article."

"How many different indexes are there?" Paul asked. "I get the feeling this is going to take forever."

"It's not quite that bad," Jim answered. "Periodical indexes tend to specialize in one particular subject field. For example, there's an index that covers general magazines, one that covers art journals, one for education journals, one for engineering journals, and so forth. So you don't have to search all the indexes, just those that cover the periodicals in the field you're interested in."

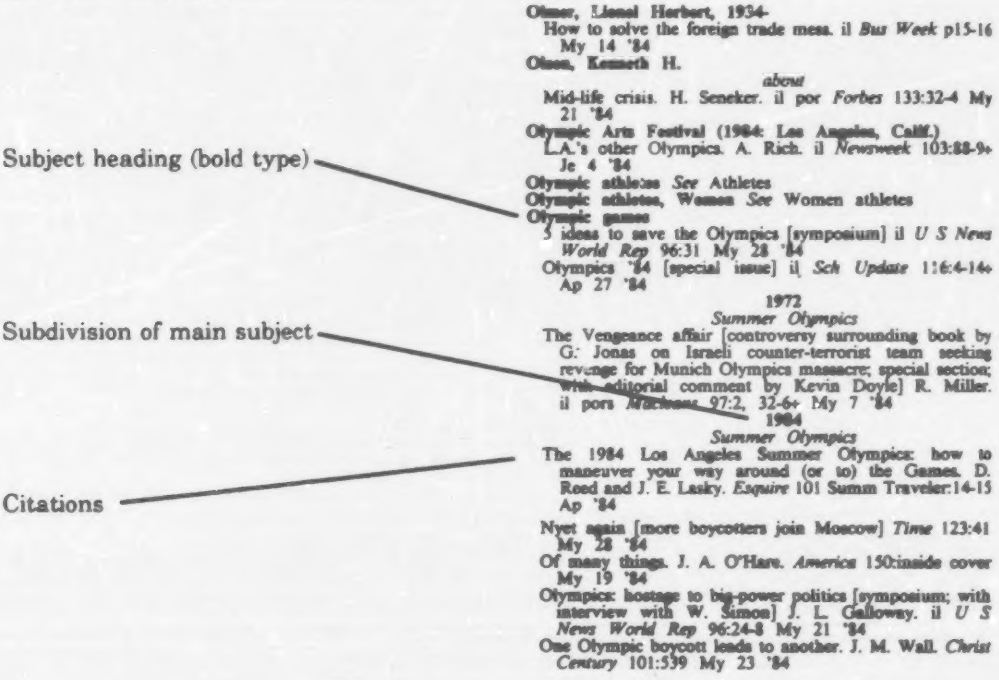
"So how can I figure out which indexes to look in for my topic?" Paul asked.

"Let's talk about some specific indexes and you should be able to determine which ones will be appropriate for your topic," Jim answered.

MAGAZINES

One of the most heavily used indexes is the *Readers' Guide to Periodical Literature*, located on Index Table 1 near the Information Desk. *Readers' Guide* indexes about 180 popular and general interest magazines on many topics. It is published frequently (on the average about once a month) and the cumulative issues go back to the early 1900's. The dates on the spine of each volume represent the time period covered by that volume of the index. For example, the volume of *Readers' Guide* labelled 1971-72 indexes articles written during that time period.

Paul picked up a recent issue of *Readers' Guide* and looked under the term "Olympics". He found this information:



Subject heading (bold type)

Subdivision of main subject

Citations

Olmer, Lionel Herbert, 1934-
How to solve the foreign trade mess. il *Bus Week* p15-16 My 14 '84
Olsen, Kenneth H.
about
Mid-life crisis. H. Seneker. il por *Forbes* 133:32-4 My 21 '84
Olympic Arts Festival (1984: Los Angeles, Calif.)
L.A.'s other Olympics. A. Rich. il *Newsweek* 103:88-9+ Je 4 '84
Olympic athletes *See* Athletes
Olympic athletes, Women *See* Women athletes
Olympic games
5 ideas to save the Olympics [symposium] il *U S News World Rep* 96:31 My 28 '84
Olympics '84 [special issue] il *Sch Update* 116:4-14+ Ap 27 '84
1972
Summer Olympics
The Vengeance affair [controversy surrounding book by G. Jonas on Israeli counter-terrorist team seeking revenge for Munich Olympics massacre; special section; with editorial comment by Kevin Doyle] R. Miller. il pors *Maclean's* 97:2, 32-6+ My 7 '84
1984
Summer Olympics
The 1984 Los Angeles Summer Olympics: how to maneuver your way around (or to) the Games. D. Reed and J. E. Lasky. *Esquire* 101 Summ Traveler:14-15 Ap '84
Nyet again [more boycotters join Moscow] *Time* 123:41 My 28 '84
Of many things. J. A. O'Hare. *America* 150:inside cover My 19 '84
Olympics: hostage to big-power politics [symposium; with interview with W. Simon] J. L. Galloway. il *U S News World Rep* 96:24-8 My 21 '84
One Olympic boycott leads to another. J. M. Wall. *Christ Century* 101:539 My 23 '84

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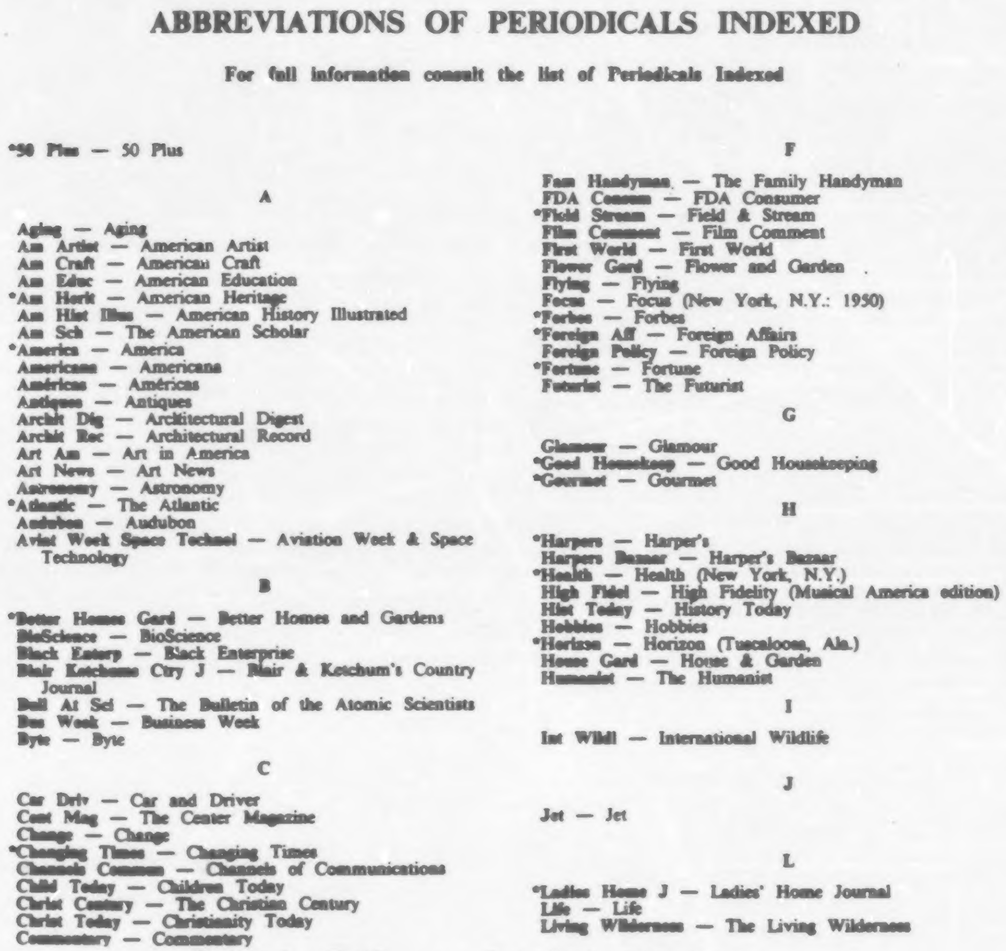
The citation is important because it includes all the information you need in order to find the article in the Library. Following is an example showing the major parts of the citation:

[1]One Olympic boycott leads to another.[2] J.M. Wall
[3]*Christ Cent* [4]101:[5]539 [6]My 23 '84

1)	title of the article	4)	volume
2)	author (may not be given)	5)	pages
3)	abbreviated title of the magazine	6)	date of publication

"Be sure to look up the full title of the magazine," Jim said. "Most indexes have a list of abbreviations of periodicals indexed, as well as other abbreviations, within the first few pages of the index." For example:



ABBREVIATIONS OF PERIODICALS INDEXED

For full information consult the list of Periodicals Indexed

*50 Plus — 50 Plus

A

Aging — Aging
Am Artist — American Artist
Am Craft — American Craft
Am Educ — American Education
*Am Herit — American Heritage
Am Hist Illus — American History Illustrated
Am Sch — The American Scholar
*America — America
Americana — Americana
Américas — Américas
Antiques — Antiques
Archit Dig — Architectural Digest
Archit Rec — Architectural Record
Art Am — Art in America
Art News — Art News
Astronomy — Astronomy
*Atlantic — The Atlantic
Audubon — Audubon
Aviat Week Space Technol — Aviation Week & Space Technology

B

*Better Homes Gard — Better Homes and Gardens
BioScience — BioScience
Black Enterp — Black Enterprise
Blair Ketchums Ctry J — Blair & Ketchum's Country Journal
Bull At Sci — The Bulletin of the Atomic Scientists
Bus Week — Business Week
Byte — Byte

C

Car Driv — Car and Driver
Cent Mag — The Center Magazine
Change — Change
*Changing Times — Changing Times
Channels Commun — Channels of Communications
Child Today — Children Today
Christ Century — The Christian Century
Christ Today — Christianity Today
Commentary — Commentary

F

Fam Handyman — The Family Handyman
FDA Consum — FDA Consumer
*Field Stream — Field & Stream
Film Comment — Film Comment
First World — First World
Flower Gard — Flower and Garden
Flying — Flying
Focus — Focus (New York, N.Y.: 1950)
*Forbes — Forbes
*Foreign Aff — Foreign Affairs
Foreign Policy — Foreign Policy
*Fortune — Fortune
Futurist — The Futurist

G

Glamour — Glamour
*Good Housekeep — Good Housekeeping
*Gourmet — Gourmet

H

*Harpers — Harper's
Harpers Bazaar — Harper's Bazaar
*Health — Health (New York, N.Y.)
High Fidel — High Fidelity (Musical America edition)
Hist Today — History Today
Hobbies — Hobbies
*Horizon — Horizon (Tuscaloosa, Ala.)
House Gard — House & Garden
Humanist — The Humanist

I

Int Wildl — International Wildlife

J

Jet — Jet

L

*Ladies Home J — Ladies' Home Journal
Life — Life
Living Wilderness — The Living Wilderness

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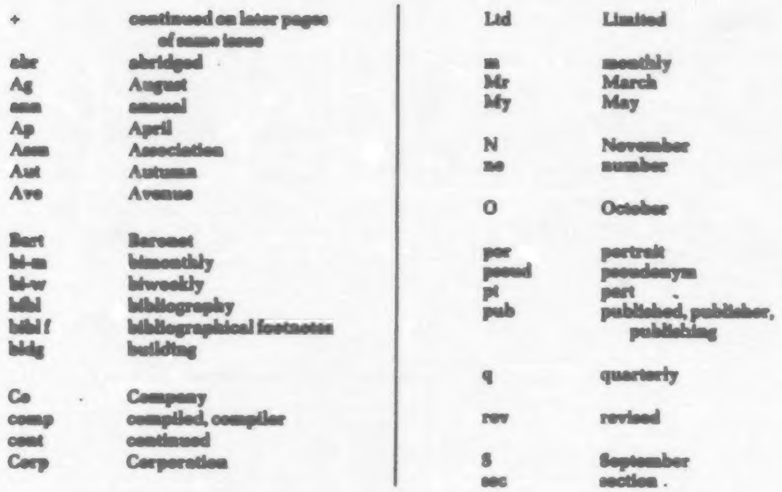
ABBREVIATIONS



+	continued on later pages of same issue
abr	abridged
Ag	August
ann	annual
Ap	April
Assn	Association
Aut	Autumn
Ave	Avenue
Bart	Baronet
bi-m	bimonthly
bi-w	biweekly
bibl	bibliography
bibl f	bibliographical footnotes
bldg	building
Co	Company
comp	compiled, compiler
cont	continued
Corp	Corporation
Ltd	Limited
m	monthly
Mr	March
My	May
N	November
no	number
O	October
por	portrait
pseud	pseudonym
pt	part
pub	published, publisher, publishing
q	quarterly
rev	revised
S	September
sec	section

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"These articles are OK," said Paul, "but most of them are from news magazines. How can I find articles in journals?"

JOURNALS

"The Library has many indexes which cover the journals in a particular field," Jim answered. "Most of these indexes are organized like the *Readers' Guide*, except they cover journals instead of magazines. Like the *Readers' Guide*, the most frequently used indexes are kept on Index Tables near the Information Desk. Here's a list of some of the indexes:

Index Table 14	*Applied Science and Technology Index.* 1958- A subject index to over 200 engineering and technical journals in such fields as aeronautics, automation, chemistry, engineering, geology, physics, transportation, nutrition, and electronics.
Index Table 11	*Art Index.* 1929- Indexes important American and European periodicals, museum bulletins, and annuals devoted to the fine arts, archaeology, architecture, industrial design, and photography.
Index Table 6	*Business Periodicals Index.* 1958- A subject index to periodicals in all major fields of business such as

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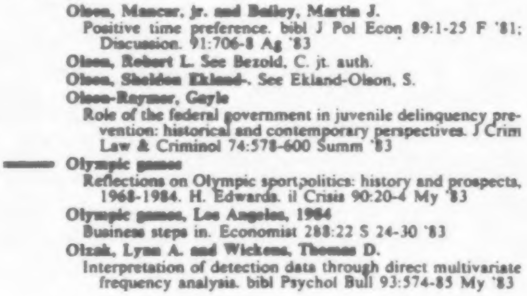
accounting, advertising, bakning, management and labor, marketing, and taxation.

Index Table 4	*Education Index.* 1929- This is a comprehensive index to periodical articles related to education, and a good source of information on current educational trends.
Science Library	*General Science Index.* 1978- A subject index to popular science journals, particularly in the physical and life sciences.
Index Table 3	*Public Affairs Information Service Bulletin* (*P.A.I.S.*) 1915- A subject index to books, periodicasl articles, research reports, and government publications, chiefly related to the social sciences. It is a valuable source for locating factual and statistical information on current economic, social, and political problems and trends around the world.
Index Table 3	*Social Sciences Index.* 1974- An author and subject index to journals in anthropology, economics, geography, law, political science, psychology, sociology, and other social sciences. Has a separate book review section. Prior to 1974, this index was combined with *Humanities Index.*

A more complete list of indexes is posted at Index Table 4.

"Because your topic deals with the political aspects of the Olympic games, I recommend you check the *Social Sciences Index* and the *Public Affairs Information Service Bulletin,*" Jim suggested. "Why don't you look in those indexes and check back with me if you have any questions."

Paul started by looking through recent issues of the *Social Sciences Index* under the heading "Olympic Games." After checking several issues, he found an article that seemed to cover the political aspects of the Olympics.

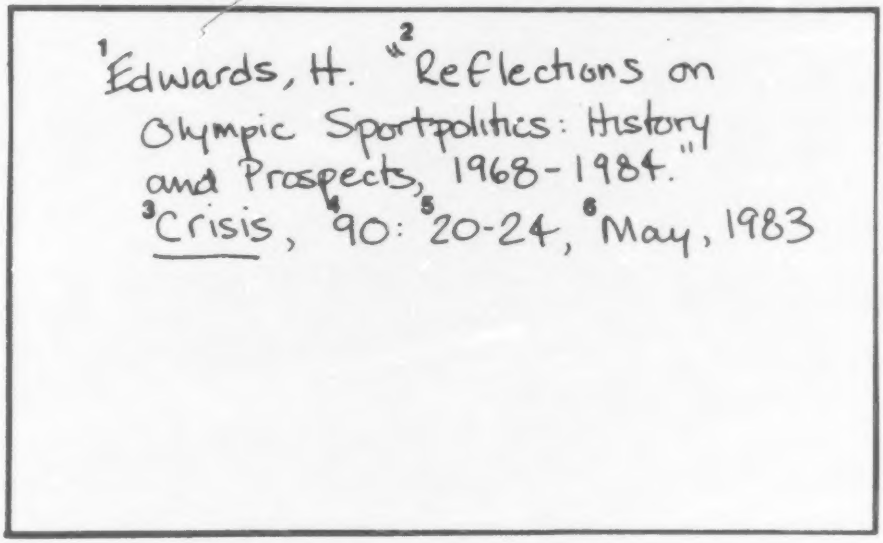


Olson, Mancur, jr. and Bailey, Martin J.
Positive time preference. bibl J Pol Econ 89:1-25 F '81; Discussion. 91:706-8 Ag '83
Olson, Robert L. See Bezold, C. jt. auth.
Olson, Sheldon Ekland-. See Ekland-Olson, S.
Olson-Raymer, Gayle
Role of the federal government in juvenile delinquency prevention: historical and contemporary perspectives. J Crim Law & Criminol 74:578-600 Summ '83
Olympic games
Reflections on Olympic sportpolitics: history and prospects, 1968-1984. H. Edwards. il Crisis 90:20-4 My '83
Olympic games, Los Angeles, 1984
Business steps in. Economist 288:22 S 24-30 '83
Olzak, Lynn A. and Wickens, Thomas D.
Interpretation of detection data through direct multivariate frequency analysis. bibl Psychol Bull 93:574-85 My '83

Social Sciences Index, copyright c1984 by The H.W. Wilson Co. Material reproduced by permission of the publisher.

OPY AVAILABLE

Because he wanted to read the article, Paul made a bibliography card for the article:

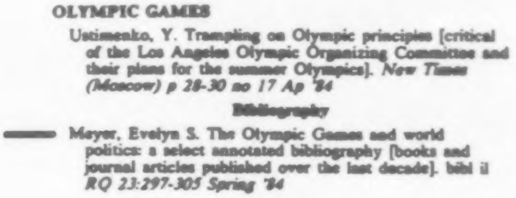


[1] Edwards, H. [2] "Reflections on
Olympic Sportpolitics: History
and Prospects, 1968-1984."
[3] Crisis, [4] 90: [5] 20-24, [6] May, 1983

1)	Author	4)	Volume Number
2)	Title of article	5)	Pages
3)	Name of Periodical	6)	Date

Notice that Paul enclosed the title of the article in quotation marks and underlined the title of the journal. The information on the bibliography card will be important to have when Paul wants to find this journal in the Library.

Paul went on to look in *Public Affairs Information Service Bulletin.* Again, he looked under "Olympic games" and found the following article in one of the issues:



OLYMPIC GAMES

Ustimenko, Y. Trampling on Olympic principles [critical of the Los Angeles Olympic Organizing Committee and their plans for the summer Olympics]. *New Times (Moscow) p 28-30 no 17 Ap '84*

Bibliography

Meyer, Evelyn S. The Olympic Games and world politics: a select annotated bibliography [books and journal articles published over the last decade]. bibl il *RQ 23:297-305 Spring '84*

In this citation, the abbreviation "bibl" means the article contains bibliographical references and "il" means it has illustrations.

Paul attempted to broaden his search by looking under related subject headings. He looked under the heading "Sports" and eventually came across this entry:

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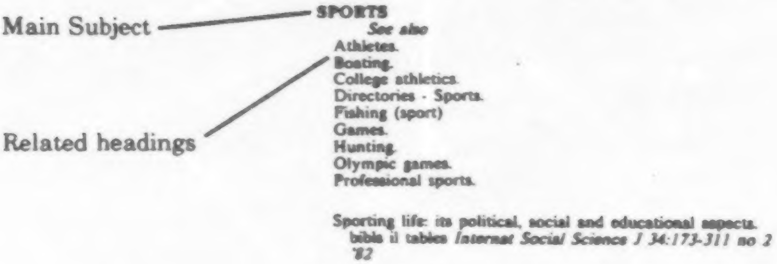


Main Subject

Related headings

SPORTS
See also
Athletes.
Boating.
College athletics.
Directories - Sports.
Fishing (sport)
Games.
Hunting.
Olympic games.
Professional sports.

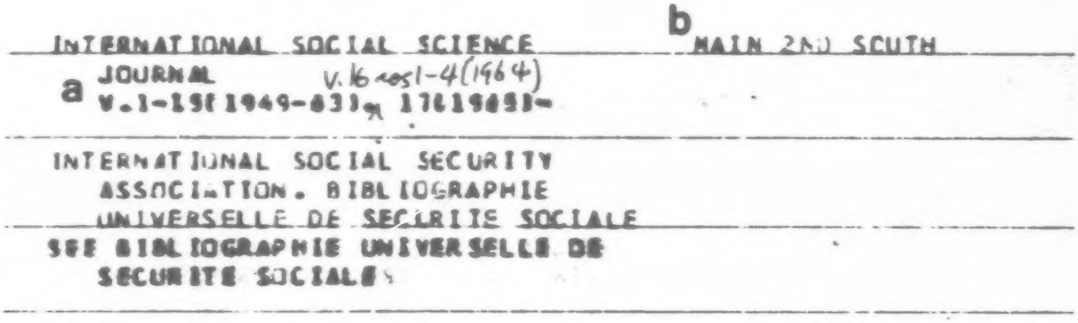
Sporting life: its political, social and educational aspects. bibls il tables *Internat Social Science J 34:173-311 no 2 '82*

The article entitled "Sporting Life," because it deals with the political aspect of sport, may be of value in Paul's research. He should also check the "see also" headings for appropriate terms. The headings "Athletes" and "Professional sports" could be worthwhile headings for his research.

SERIALS HOLDINGS LIST

Paul came back to the Information Desk the next day with several bibliography cards for magazine and journal articles. "Where can I find these periodicals in the Library?" he asked Jim.

"The periodicals are not listed in the card catalog," Jim replied, "so you can't look for them in the same way you look for books. It's best to use the *Serials Holding List* (*SHL*)," Jim said, pointing to a three volume set of red books on the Information Desk countertop. "The *SHL* is the catalog of all the periodicals (or serials) in the Library. It is arranged only by the title of the periodical, so be sure you have the full title, not just the abbreviation. The *SHL* will indicate whether or not the Library has a periodical, which issues the Library has, and where these issues are located. Let's look at an example:



b

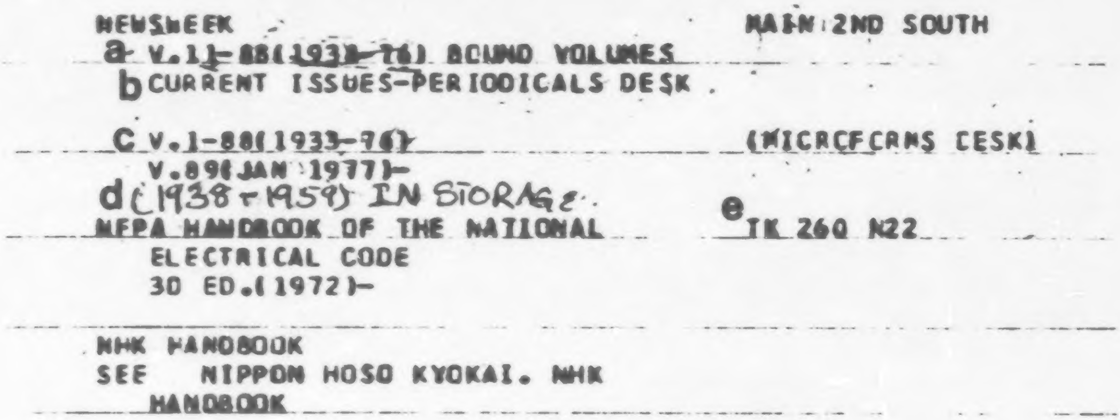
INTERNATIONAL SOCIAL SCIENCE MAIN 2ND SOUTH
a JOURNAL v.16 no1-4(1964)
V.1-15(1949-63) 17(1965)-

INTERNATIONAL SOCIAL SECURITY
ASSOCIATION. BIBLIOGRAPHIE
UNIVERSELLE DE SECURITE SOCIALE
SEE BIBLIOGRAPHIE UNIVERSELLE DE
SECURITE SOCIALE

a) The Library has volumes 1 through 15 of this journal, which were issued from 1949 through 1963. (The handwritten note indicates that the Library now has volume 16). The collection starts again with volume 17, 1965. The "-" following 1965 indicates that the library has all issues from 1965 up to the most recent.

b) The location of the journal is indicated in the right hand column. "Main 2nd South" means the journal is shelved in the Periodical shelving area in the Main Library on 2nd floor south. In this area, the periodicals do not have call numbers, but are shelved alphabetically by the title. All the issues of the journal, from the older bound volumes up to the most recent issue, will be kept in this one location on the shelf.

Paul marked the location on his bibliography card and looked up the next title, *Newsweek.* Issues of this magazine are kept in several locations. For example:



```
NEWSWEEK                                    MAIN 2ND SOUTH
 a V.11-88(1933-76) BOUND VOLUMES
  b CURRENT ISSUES-PERIODICALS DESK .

 c V.1-88(1933-76)                          (MICROFILMS DESK)
   V.89(JAN 1977)-
 d (1938 - 1959) IN STORAGE.
NFPA HANDBOOK OF THE NATIONAL              e TK 260 N22
   ELECTRICAL CODE
   30 ED.(1972)-

NHK HANDBOOK
SEE   NIPPON HOSO KYOKAI. NHK
   HANDBOOK
```

a) The Library has volumes 11 through 88, 1933 through 1976. "Main 2nd South" in the right hand column indicates these issues are bound and shelved alphabetically in this area.

b) The current issues (usually the most recent year) are kept at the Periodical Desk. You must request these issues at the Desk and they cannot be checked out of the Library.

c) The Library also has these issues on microfilm. Microfilm can be requested at the Microfilms Desk, which is the same as the Periodical Desk. Library staff at the Periodicals Desk will show you how to use the microfilm readers. There are readers available to make a full size paper copy of the film for 10 cents per copy.

d) This note modifies the information given in line "a." Bound volumes for the years 1938-1959 have been placed in storage. You can request these issues at the Periodicals Desk, but it will take 1 to 3 days to retrieve them. It's usually quicker and easier to use the microfilm

e) Notice that this title has a call number. It will be shelved with the books in call number order according to the locations given on the Guide to the Book Stacks.

"As you can see," Jim said, "periodicals are kept in many different places in the Library. There's a guide to all the locations on the first page in each volume of the *Serials Holdings List.* Check there if you're not sure where a certain location is in the Library."

"Well, I think I'm starting to see how it works," Paul said. "But one of the journals I'm looking for isn't listed in the *Serials Holdings List.* The article seems pretty good, too. Is there some way I can get it?"

"Yes, there are several alternatives you can try," Jim said. "I'll tell you briefly about each one."

1) Check the *Serials Holdings List Update.* This is a small black spiral bound volume kept with the three main volumes of the *Serials Holdings List.* Periodicals that the Library recently began receiving are listed in here.

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2) The Library has serials holdings lists from many academic libraries in Chicago, as well as the Chicago Public Library. In many cases, librarians at the Information Desk can help you find a library that has the periodical you need. You can then go to that library to read or photocopy the article.

3) If it's a rare or esoteric journal, you can use LCS to see if the University of Illinois at Urbana has it. UIUC is one of the largest libraries in the country and has many journals that smaller libraries do not receive. If UIUC has the journal, you don't have to go all the way to Champaign, but can have a photocopy of the article sent here. Request the article at the Interlibrary Loan Desk, 2nd floor center. It usually takes about 5 to 7 working days to get the photocopy. You can pick it up at the ILL desk and it is yours to keep at no cost.

4) If you still can't find the periodical, the ILL Desk can request the article from just about any library in the country, but this process can be very time consuming (at least 2 weeks) and there may be a charge to you, depending on the library from which the photocopy is obtained. If you run into this problem, a librarian may be able to help you find a similiar, but more accessible, source of information.

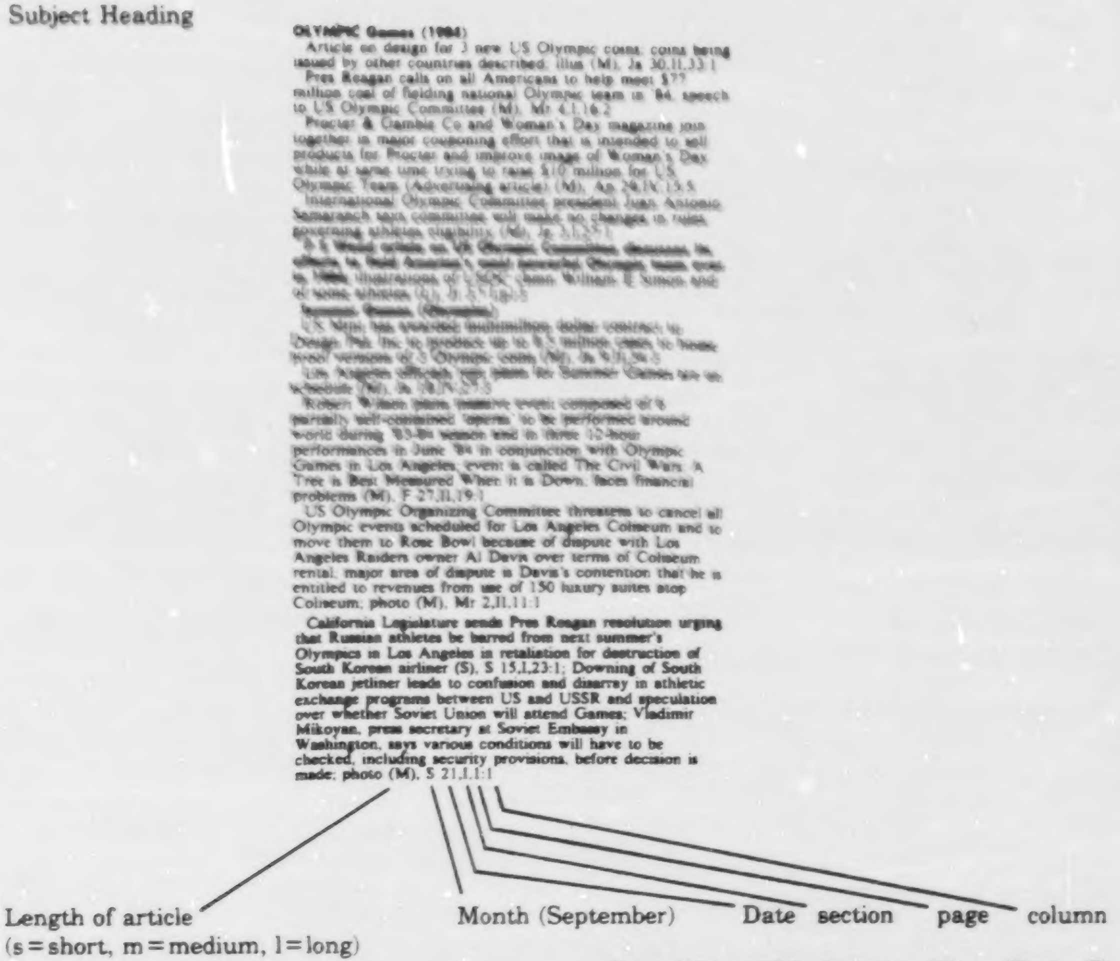
NEWSPAPERS

A few days later Paul returned to the Library. He felt he still needed information on some of the events leading up to the Soviet boycott of the 1984 summer Olympic games. He stopped at the Information Desk and explained his problem to Jim, the librarian.

"You might be able to find the information you need in newspapers," Jim explained. "Newspaper articles usually aren't as thorough as journal articles, but they are good sources for current information and recent developments on a particular topic, especially topics that receive a lot of attention from the news media. Newspapers can also be good for local perspective on a topic. For example, articles in the *Los Angeles Times* about the Olympics might present quite a different view than articles in the *New York Times*. Newspaper articles can even be a good source for background reading on a topic."

"Is there an index for newspapers," Paul asked.

"There are many newspaper indexes," Jim answered. "They are similiar to periodical indexes in that they are arranged by subject and are published frequently, usually once or twice per month. However, there is usually a gap of two or three months from the time the newspaper appears until the index is published. At the end of the year, a cumulative annual index is published. Unlike periodical indexes, a newspaper index usually covers only one newspaper. One of the most heavily used newspaper indexes is the *New York Times Index*. Here's an example from one of the 1983 quarterly indexes:


Subject Heading
Length of article
(s = short, m = medium, l = long)
Month (September)
Date
section
page
column

OLYMPIC Games (1984)

Article on design for 3 new US Olympic coins; coins being issued by other countries described; illus (M), Ja 30,II,33:1

Pres Reagan calls on all Americans to help meet $77 million cost of fielding national Olympic team in '84; speech to US Olympic Committee (M), Mr 4,I,16:2

Procter & Gamble Co and Woman's Day magazine join together in major couponing effort that is intended to sell products for Procter and improve image of Woman's Day while at same time trying to raise $10 million for US Olympic Team (Advertising article) (M), Ap 26,IV,15:5

International Olympic Committee president Juan Antonio Samaranch says committee will make no changes in rules governing athletes eligibility (M), Ja 3,I,5:1

[illegible]

Robert Wilson plans massive event composed of 6 partially self-contained 'operas' to be performed around world during '83-84 season and in three 12-hour performances in June '84 in conjunction with Olympic Games in Los Angeles; event is called The Civil Wars: A Tree is Best Measured When it is Down; faces financial problems (M), F 27,II,19:1

US Olympic Organizing Committee threatens to cancel all Olympic events scheduled for Los Angeles Coliseum and to move them to Rose Bowl because of dispute with Los Angeles Raiders owner Al Davis over terms of Coliseum rental; major area of dispute is Davis's contention that he is entitled to revenues from use of 150 luxury suites atop Coliseum; photo (M), Mr 2,II,11:1

California Legislature sends Pres Reagan resolution urging that Russian athletes be barred from next summer's Olympics in Los Angeles in retaliation for destruction of South Korean airliner (S), S 15,I,23:1; Downing of South Korean jetliner leads to confusion and disarray in athletic exchange programs between US and USSR and speculation over whether Soviet Union will attend Games; Vladimir Mikoyan, press secretary at Soviet Embassy in Washington, says various conditions will have to be checked, including security provisions, before decision is made; photo (M), S 21,I,1:1

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"Notice that the index gives a short summary of the article," Jim said. "This can be very valuable in determining if the article will contain the information you need."

"Does the library have back issues of newspapers?" Paul asked.

"Yes, we do," Jim answered, "But because the paper deteriorates so rapidly, back issues of newspapers are usually kept on microfilm. The newspapers we receive are listed in the *Serials Holdings List.*"

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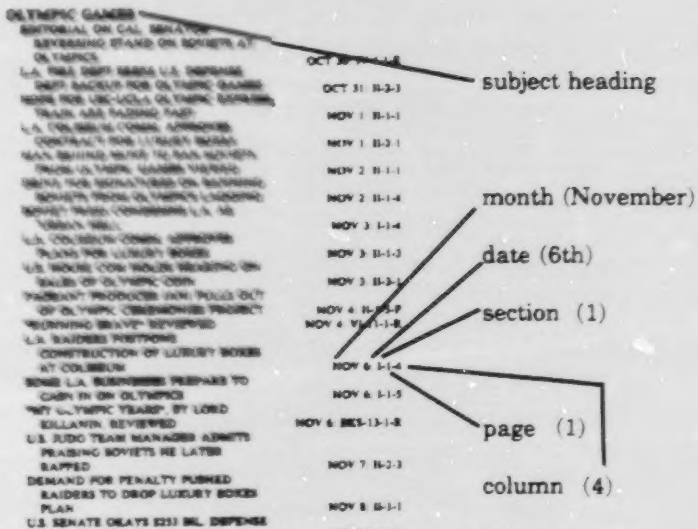
Paul went on to another index, the *Los Angeles Times Index*, and found this article in the 1983 volume:


subject heading
month (November)
date (6th)
section (1)
page (1)
column (4)

Reprinted with permission of Bell & Howell Micro Photo Division, Copyright 1983.

In order to read the article, he went to the Periodicals Desk, 2nd floor south. He requested the microfilm at the Desk and the library staff member helped him set up the film on the microfilm reader. He was able to make full-size paper copies from the microfilm for 10 cents per copy.

Following is a list of the major newspaper indexes in the Reference Collection:

AI3 I365 Gen Ref	*Index to Black Newspapers.* 1978-
AI3 N4 Index Table 2	*Los Angeles Times Index.* 1972-
AI21 N45 Index Table 2	*New York Times Index.* 1851- . Issues for 1851-1975 are shelved behind the Information Desk. Recent issues are on Index Table 2.
AI3 N4 Index Table 2	*Washington Post Index.* 1972-
AI3 N4 Index Table 2	*Chicago Tribune Index.* 1972-

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AI21 C43B4	*Chicago Sun-Times Index.* 1979-1982 on Index Table 2. 1983 to present on microfiche (ask at Information Desk).
AI21 T46 Index Table 1	*Times Index* (*London*). 1790- . Issues for 1790-1899 are shelved in General Reference. Issues for 1900-1971 are shelved behind the Information Desk. Recent issues are shelved on Index Table 1.
AI21 C46 Gen Ref	*Christian Science Monitor Index.* 1960-
HG1 W26 Index Table 6	*Wall Street Journal Index.* 1955-

POINTS TO REMEMBER WHEN USING PERIODICAL OR NEWSPAPER INDEXES

1) Search under more than one subject heading in a periodical index. Rarely will you find all the relevant articles on your topic by using just one subject term.

2) Try to evaluate the article from the information given in the index. Ask yourself these questions:

   How long is the article? If it's only 1 or 2 pages, it may not be a thorough treatment of the topic.

   Does the title clearly state what the article covers? Cute or clever titles usually indicate a popular rather than a research oriented article.

   Does the article contain a bibliography? The presence of a bibliography usually indicates a scholarly article. It can also lead you to other sources on the subject.

   Which periodical is the article published in? If it's a very popular periodical, the article may not be useful for a research topic.

3) Don't rely only on *Readers' Guide* to find articles on your topic. *Readers' Guide* is useful when you are working on a very current topic or one which has been treated in the popular press, but for most research topics, other indexes will lead to more substantial articles.

4) Start early!! Searching for periodicals is not a complex process, but it is a time-consuming one. When you allow yourself time to go to other libraries or wait for photocopies from Urbana, you greatly increase the likelihood that you will find all the material you need.

Exercises

Complete the following exercises based on your research paper topic.

1) Review the list of questions you proposed for your topic in Chapter 5. From your list, choose one question that is appropriate to answer through periodical articles. Write that question below.

2) For your chosen question, list subject terms or "key words" to search under in the periodical indexes. Try to include as many synonyms or ways of expressing the subject matter as you can think of.

3) From the periodical indexes coverred in this chapter, choose two indexes that are appropriate for your topic. List those indexes below.

4) Search these indexes for articles on your question. When you locate an article that seems appropriate for your question, answer the following questions:

Which index did you find the article in?

Which subject heading did you find the article listed under?

What is the title of the article?

Who is the author?

What is the name of the periodical of the article appears in?

What is the volume number?

On which pages is the article printed?

What is the date of publication?

5) Now check the *Serials Holdings List* to determine if this Library receives the periodical from question 4. If yes, indicate the location. If no, check with the librarian at the Information Desk to locate another Library that has the periodical.

GOVERNMENT DOCUMENTS

Maria had no problem in finding books and periodicals on solar energy. Much has been written on this topic in the last few years. But most of the books and articles seemed to be written for an engineer; they were far too technical. In particular, Maria needed information on the feasibility of solar energy systems for home use. She remembered reading about research on solar heating done by United States government agencies and thought that some of this research might be available for the consumer. She decided to look for government documents on her topic.

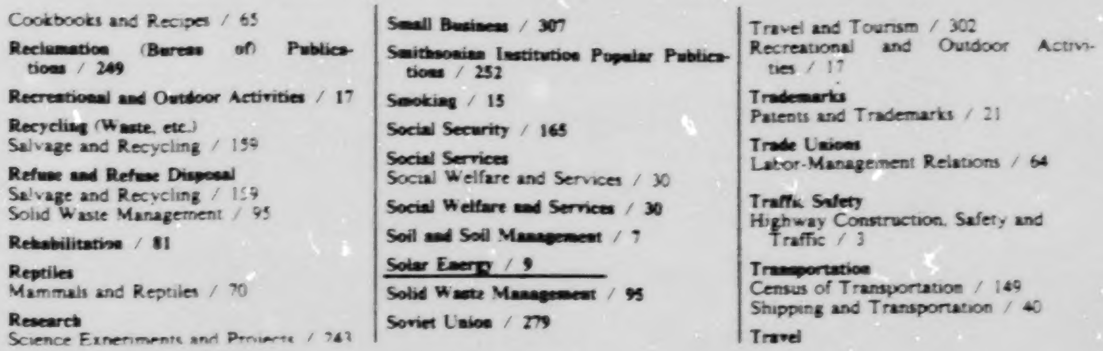
The Documents Department is located on 3rd floor center. The department maintains a collection of publications from Chicago, Cook County, and Illinois government agencies, as well as United Nations publications and British Parliamentary Papers. The Documents Department is also a depository for U.S. government publications, which means that it has an extensive collection of materials published by the U.S. government. Because the U.S. government is the world's largest printer, the Documents collection contains information on a wide range of topics and includes many different types of materials: books, periodicals, pamphlets, maps, committee reports, etc. Government publications are not listed in the card catalog, however, so to locate these publications it's necessary to use the special catalogs and indexes in the Documents Department. Most documents can be checked out for 3 weeks at the Documents Circulation Desk on the 3rd floor.

Maria asked at the Documents Reference Desk for help in finding documents on the use of solar energy in residential buildings.

"A good place to start your search," said Anne, one of the Documents Librarians, "is in the *Subject Bibliographies.* This series lists major publications of various agencies of the U.S. government. The bibliography includes short annotations (or descriptions of the information in the publication) and the Superintendent of Documents (SuDoc) call number. With that number, you can find the document on the shelf."

"Can you show me how to use the *Subject Bibliographies*?," Maria asked.

"Sure, it's easy to do," Anne replied as they walked over to a low counter near the Documents Reference Desk. "First check in the *Index to the Subject Bibliographies*, which is in this brown folder. Look under your subject heading, like this:



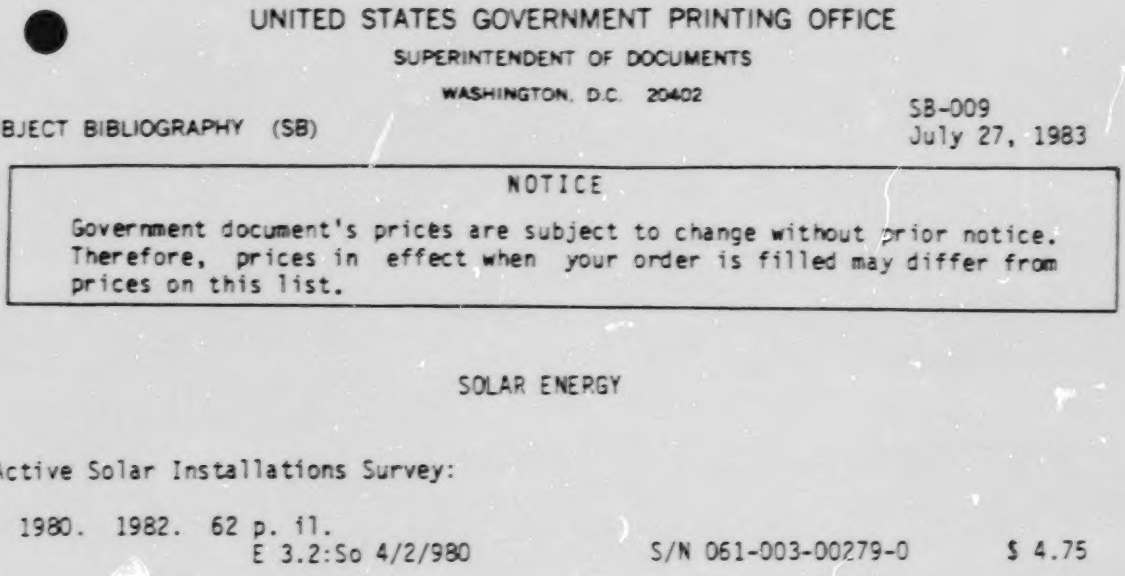
Cookbooks and Recipes / 65
Reclamation (Bureau of) Publications / 249
Recreational and Outdoor Activities / 17
Recycling (Waste, etc.)
Salvage and Recycling / 159
Refuse and Refuse Disposal
Salvage and Recycling / 159
Solid Waste Management / 95
Rehabilitation / 81
Reptiles
Mammals and Reptiles / 70
Research
Science Experiments and Projects / 243

Small Business / 307
Smithsonian Institution Popular Publications / 252
Smoking / 15
Social Security / 165
Social Services
Social Welfare and Services / 30
Social Welfare and Services / 30
Soil and Soil Management / 7
Solar Energy / 9
Solid Waste Management / 95
Soviet Union / 279

Travel and Tourism / 302
Recreational and Outdoor Activities / 17
Trademarks
Patents and Trademarks / 21
Trade Unions
Labor-Management Relations / 64
Traffic Safety
Highway Construction, Safety and Traffic / 3
Transportation
Census of Transportation / 149
Shipping and Transportation / 40
Travel

"The index lists the number of the bibliography. Then look for that number in the file of bibliographies, kept in these file boxes on the shelf. The number from the index is part of the SuDoc number for that particular bibliography." For example:

GP3.22/2:
009/11



UNITED STATES GOVERNMENT PRINTING OFFICE
SUPERINTENDENT OF DOCUMENTS
WASHINGTON, D.C. 20402

SUBJECT BIBLIOGRAPHY (SB)

SB-009
July 27, 1983

NOTICE

Government document's prices are subject to change without prior notice. Therefore, prices in effect when your order is filled may differ from prices on this list.

SOLAR ENERGY

Active Solar Installations Survey:

1980. 1982. 62 p. il.
E 3.2:So 4/2/980 S/N 061-003-00279-0 $ 4.75

This particular bibliography is only 10 pages long, but lists more than 50 different documents.

Maria found an entry for a document she wanted to read and went back to the Documents Reference Desk to ask Anne how to find it.

"Let's take a look at the entry," Anne said, "and I'll tell you how to look for the document on the shelves."

Energy Technologies and the Environment: Environmental Information Handbook. *This document addresses 21 current and developing technologies expected to contribute significantly to the production or conservation of energy in the near-term (to 1985) and the mid-term (1985-2000). Chapters cover fossil fuel technologies, the nuclear fuel cycle, solar technologies, natural resources, and conservation systems.* 1981. 517 p. il.
E 1.90:0026 S/N 061-000-00555-2

First Passive Solar Home Awards. *This book contains information and illustrations for the 162 projects that were selected to receive awards in a design competition for passive solar residential designs. The report includes general materials on selecting the best type of solar project for a given area, issues involved in marketing passive solar homes, and calculating the solar gain from passive systems.* 1980. 226 p. il.
HH 1.2:P 26/4 S/N 023-000-00517-4

Title pages SuDoc Number

Documents are shelved according to their Superintendent of Documents (SuDoc) number. SuDoc numbers are made up of letters and numbers and are arranged first in alphabetical order, then in numerical order. All numbers in SuDoc numbers are read as whole numbers, not decimals. For example, these SuDoc numbers are in correct order, as they would appear on the shelf:

E1.90:0026
E1.90:0028
E2.10:071
HH1.2:P 26/4
HH1.2:P 28/3
HH1.2:R 15/2
HH1.17:A Read as whole numbers, not decimals

Maria searched for the document on the shelves, noting that the SuDoc number is usually printed in the upper left-hand corner of the cover of the document. She found the document she wanted and quickly skimmed the introduction and table of contents. On the following page is an excerpt from the document. Do you think it will be useful for the information on consumer aspects of solar energy?

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
WASHINGTON, D. C. 20410

OFFICE OF THE ASSISTANT SECRETARY
FOR POLICY DEVELOPMENT AND RESEARCH

TO THE READER:

The National Solar Heating and Cooling of Buildings Program, managed by the U.S. Department of Energy, has now been underway for over four years. As part of this program, the U.S. Department of Housing and Urban Development administers the residential demonstration, residential market development, standards, and information dissemination activities. In the demonstration portion of the program, HUD has funded solar systems in over 12,000 dwelling units through more than 400 grants.

As more people become aware of the potential of solar energy during this period, more also came to appreciate the potential value of utilizing solar energy through better design and materials selection in our housing. While such "passive" uses of solar energy have been known for centuries, only recently have design and analysis techniques been developed which permit the designer, the builder, and the homeowner to estimate the portion of a home's energy demands which can be met by passive solar methods.

To identify promising new passive solar designs and to publicize this information widely throughout the housing industry, HUD, with the cooperation of the Department of Energy and the Solar Energy Research Institute, conducted a Residential Passive Solar Design Competition and Demonstration during the summer of 1978. In response to the call for designs for passive homes, over 550 applications were submitted; 162 of these designs were selected for awards, 145 for new homes and 17 for "retrofit" installations of passive solar elements on existing homes. An especially promising sign is that 80 of the new home designs are being built for sale on the open market by builders who believe that passive solar will sell.

This report of the results of the design competition is intended to provide examples of the best passive architecture now available, to discuss in some depth the particular design decisions which need to be made in creating a passive solar home, and to point out design mistakes to avoid. Sad to say, while almost one third of the designs were worth awards, about as many exhibited a very limited understanding of how energy flows within a building structure.

Finally, while these designs are for passive solar homes which make little use of conventional energy sources except for backup, the design principles involved can be used in any home design. It may not always be possible, due to local market conditions or other factors, to build and sell a completely passive solar home design. It is, though, always possible to design a home to make significant use of solar energy through passive methods.

The homes in this report are a first step. We in the Federal solar program will continue to work with the design professions and the home building industry to improve design procedures, to develop new materials and building components, and to take other steps to encourage the use of solar energy as one answer to our growing need for alternative ways to obtain the energy we need.

Sincerely,

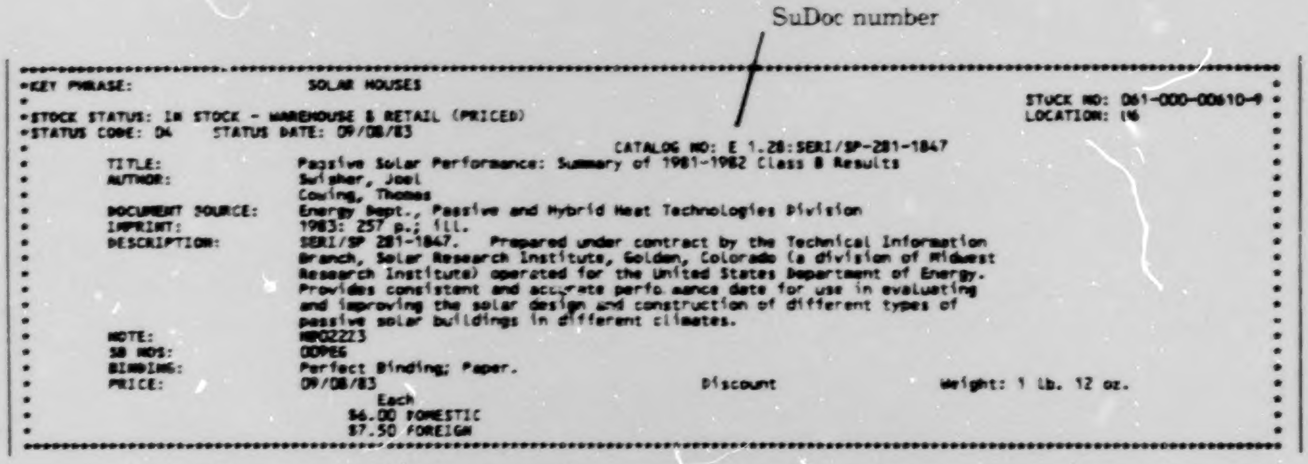
Donna E Shalala

Donna E. Shalala

Maria thought the document would be useful for gathering information on solar homes that had been built and operated for several years. The information seemed to be more practical and consumer oriented than some of the engineering articles she looked at earlier in her research. Maria returned to the Documents Reference Desk to ask Anne how to locate other documents.

"Another good source to check," said Anne, "is the *Publications Reference File* or *PRF*. *PRF* is a microfiche index of current U.S. government documents in print and for sale by the Government Printing Office. Along with the *Subject Bibliographies*, it's a good source for finding a few current publications on your topic. And because *PRF* is annotated, it makes it easier to determine the information contained in the document. The *PRF* is arranged by keyword, so be sure to look under the various ways your topic might be expressed."

Anne showed Maria how to use the microfiche cards and reader. Maria looked under "Solar Heating" and found this entry:


SuDoc number

```
*KEY PHRASE:                 SOLAR HOUSES
*                                                                   STOCK NO: 061-000-00610-9
*STOCK STATUS: IN STOCK - WAREHOUSE & RETAIL (PRICED)               LOCATION: 16
*STATUS CODE: 04    STATUS DATE: 09/08/83
*                                              CATALOG NO: E 1.28:SERI/SP-281-1847
*       TITLE:               Passive Solar Performance: Summary of 1981-1982 Class B Results
*       AUTHOR:              Swisher, Joel
*                            Cowing, Thomas
*       DOCUMENT SOURCE:     Energy Dept., Passive and Hybrid Heat Technologies Division
*       IMPRINT:             1983: 257 p.; ill.
*       DESCRIPTION:         SERI/SP 281-1847.   Prepared under contract by the Technical Information
*                            Branch, Solar Research Institute, Golden, Colorado (a division of Midwest
*                            Research Institute) operated for the United States Department of Energy.
*                            Provides consistent and accurate performance data for use in evaluating
*                            and improving the solar design and construction of different types of
*                            passive solar buildings in different climates.
*       NOTE:                HP02223
*       SB NOS:              OOPE6
*       BINDING:             Perfect Binding; Paper.
*       PRICE:               09/08/83                    Discount              Weight: 1 lb. 12 oz.
*                                   Each
*                                 $6.00 DOMESTIC
*                                 $7.50 FOREIGN
```

The entry in PRF contains information that may not be of interest to the researcher, such as the type of binding, weight, etc. But the important information, such as title, annotation, and SuDoc number are included to help you evaluate and locate the document.

There are other valuable indexes to government publications. Depending on your topic, you may want to check these sources:

Documents *Monthly Catalog of United States Government Publications.*
GP 3.8 Washington, D.C.: GPO, 1895-. Monthly, Annual cumulation.

This is the most complete index for documents issued by the United States government, including the Office of the President and his cabinet departments. It is a basic and useful resource that serves as a catalog for the Documents collection. The *Monthly Catalog* includes many publications that are not listed in the *Subject Bibliographies* or the *PRF*.

Documents Congressional Information Service. *CIS Index.* Washington, D.C.:
Z1223 Congressional Information Service, 1970-. Monthly cumulations.
A1C5

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The *CIS Index*, beginning in 1970, collects all publications of the United States Congress and provides abstracts on a monthly basis. It is the best and most comprehensive index to bills, laws, hearings, and other Congressional legislative action.

Documents Z1223 Z715	*Index to U.S. Government Periodicals.* Chicago: Infordata International, 1970-. Quarterly, Annual cumulations.

This index can be used to find current articles of general interest in periodicals issued by agencies of the federal government.

MAPS

Maria returned to the Documents Department the next day to continue her search. There she saw Anne, who suggested she also check the Map Section for information on her topic. "Some information can be expresed more precisely in map form than in written form," Anne said. "And adding a map to your paper can help to illustrate a point for your reader."

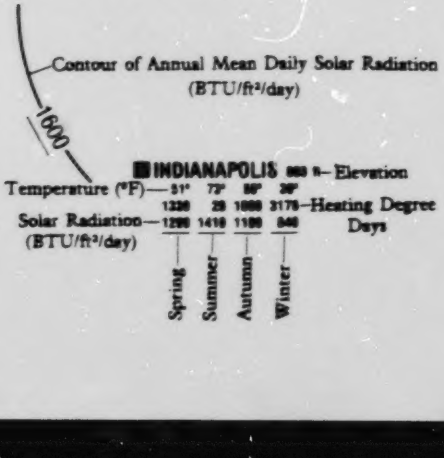
Maria asked at the Map Library Office on 3rd floor south. Marsha, the librarian, helped her check the "List of Subject Headings" and the "Atlas and Map Card Catalog" to find a map on solar power. They found a *Map of Solar Energy in the U.S. and Canada* and wrote down its call number. Marsha opened the map cases and set the map on the table for Maria to use. On the following pages is a small portion of the map. Do you think Maria could incorporate this data into her paper?

Providence
New Bedford
Nantucket
Southampton

EXPLANATION

This map shows the availability of seasonal and yearly solar radiation that can be used for heating houses and water supplies in the United States and southern Canada. All radiation values assume a south-facing solar collector that is tilted with the horizon at an angle of the city's latitude plus 15°. The map also gives average temperatures and includes heating degree-day values that indicate the relative amounts of energy (whether solar, gas, oil, or electric) needed for heating buildings.

Radiation, temperature, and heating degree-day values are included for 222 U.S. and 21 Canadian cities. Data for the cities are given for each season: spring (March-May); summer (June-August); autumn (September-November); and winter (December-February). Generalized contours show the daily solar radiation averaged over the year. All data are in English units (°F, British thermal units or BTUs, and feet). The table given below allows easy conversion to other commonly used units. Data appear on the map as follows:


Contour of Annual Mean Daily Solar Radiation (BTU/ft²/day)
1600
INDIANAPOLIS 800 ft – Elevation
Temperature (°F)— 51° 73° 55° 29°
1220 29 1080 3170 –Heating Degree Days
Solar Radiation— 1290 1410 1100 840
(BTU/ft²/day)
Spring
Summer
Autumn
Winter

SOLAR RADIATION

All solar radiation data, both the seasonal values for cities and the numbers for the contoured annual radiation, are underlined. The data are given in units of BTUs per square foot per day, rounded to the nearest 10.

These values represent the mean daily amounts of radiation that would be received on a south-facing surface (such as a solar collector) that forms an angle with the horizon equal to the city latitude plus 15°. Thus, for Denver, Colorado, which is located at latitude 39.8°N, a tilt of 54.8° between a collector and the horizon is assumed. This orientation for solar collectors is widely accepted to be near the optimum tilt angle for space heating purposes during the heating season. It can also be used throughout the year for water-heating systems although slightly smaller tilt angles often are recommended for such systems (e.g., tilt angle equal to the latitude). But variations in the tilt angle of 10° to 15° make little difference in the amount of solar radiation received. Similarly, solar collectors facing within about 15° east or west of south will receive nearly the same amount of radiation as a collector facing true south.

Since the solar radiation data presented are based on long-term average climatic conditions, any particular year may produce more or less energy than shown on this map. Also, in some locations, such as mountainous or coastal regions, changes in cloud cover over relatively short distances can cause significant changes in the amount of radiation received.

Solar radiation values* were determined by computer for each month and each city. The monthly values were averaged by season and year. The seasonal numbers are tabulated on the map while the annual values were used in producing the contours.

TEMPERATURES

Temperature values (shown in degrees Fahrenheit) represent the average temperature during the 3 months of each season.

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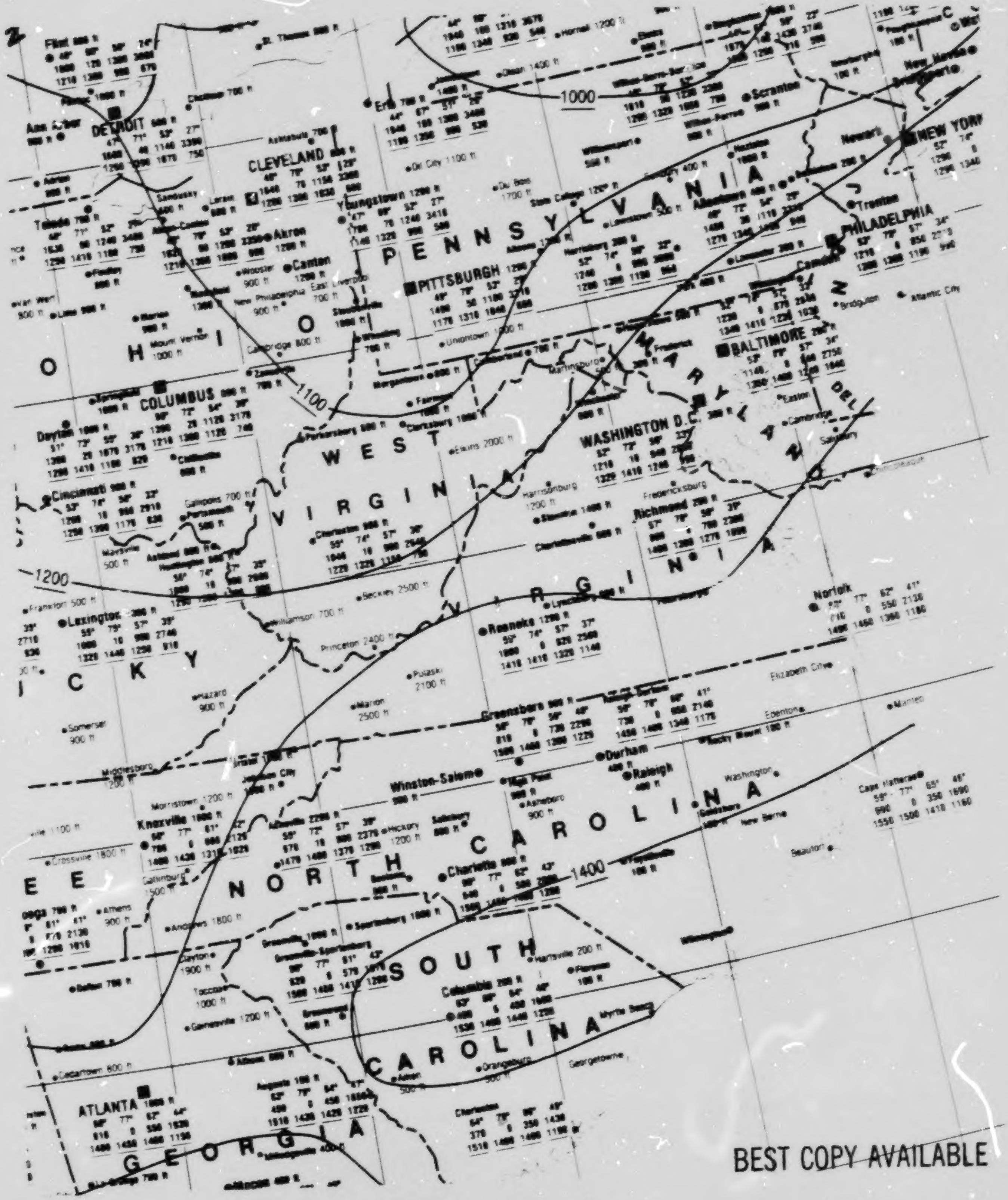
*Radiation data are the sum of the direct, diffuse, and ground reflectance components on tilted surfaces. A ground reflectance of 0.2 was assumed. The values were calculated using a method modified from Collares-Pereira and Rabl (Solar Energy, vol. 22, 1979) for determining horizontal diffuse and direct radiation, together with standard geometrical techniques applied to tilted surfaces.


Flint
DETROIT
Ann Arbor
Adrian
Toledo
Sandusky
Lorain
CLEVELAND
Ashtabula 700 ft
Erie
Youngstown
Akron
Canton
Findlay
Lima
Marion
Mansfield
Wooster 900 ft
New Philadelphia 900 ft
East Liverpool 700 ft
Steubenville
Wheeling
Zanesville
Cambridge 800 ft
Mount Vernon 1000 ft
Van Wert 800 ft
COLUMBUS
Springfield
Dayton
Chillicothe
Cincinnati
Portsmouth
Gallipolis 700 ft
Maysville 500 ft
Ashland
Huntington
Parkersburg
Marietta
Clarksburg
Fairmont
Morgantown
Uniontown 1000 ft
Cumberland
Martinsburg
Elkins 2000 ft
Charleston
Beckley 2500 ft
Williamson 700 ft
Princeton 2400 ft
Lexington
Frankfort 500 ft
Hazard 900 ft
Somerset 900 ft
Middlesboro 1200 ft
Bristol
Johnson City
Morristown 1200 ft
Knoxville
Crossville 1800 ft
Gatlinburg 1500 ft
Chattanooga
Athens 900 ft
Andrews 1800 ft
Dayton 1900 ft
Toccoa 1000 ft
Gainesville 1200 ft
Dalton
Rome
Cedartown 800 ft
Athens
ATLANTA
LaGrange
Macon
Milledgeville 400 ft
Augusta
Aiken 500 ft
Orangeburg 300 ft
Columbia
Charleston
Georgetown
Myrtle Beach
Florence
Hartsville 200 ft
Greenville
Greenville-Spartanburg
Spartanburg
Greenwood
Asheville
Hickory 1200 ft
Salisbury
Charlotte
Gastonia
Winston-Salem
High Point
Asheboro 900 ft
Greensboro
Durham
Raleigh
Goldsboro
New Berne
Washington
Beaufort
Wilmington
Fayetteville
Cape Hatteras
Rocky Mount
Edenton
Manteo
Elizabeth City
Norfolk
Pulaski 2100 ft
Marion 2500 ft
Roanoke
Lynchburg
Petersburg
Richmond
Charlottesville
Staunton
Harrisonburg 1200 ft
Fredericksburg
WASHINGTON D.C.
Hagerstown
Frederick
BALTIMORE
Easton
Cambridge
Salisbury
Chincoteague
Wilmington
Bridgeton
Atlantic City
Camden
PHILADELPHIA
Trenton
Lancaster
York
Harrisburg
Altoona
Johnstown
State College 1200 ft
Lewistown 500 ft
Allentown
Williamsport
Hazleton
Wilkes-Barre
Scranton
Binghamton
Elmira
Hornell 1200 ft
Olean 1400 ft
Oil City 1100 ft
Du Bois 1700 ft
PITTSBURGH
St. Thomas
Erie
Jamestown
NEW YORK
Newark
Poughkeepsie
Newburgh
New Haven
Bridgeport
1000
1100
1200
1400
OHIO
PENNSYLVANIA
WEST VIRGINIA
VIRGINIA
MARYLAND
DEL
NJ
KENTUCKY
TENNESSEE
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA

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Maria wasn't quite sure if she could use the map in her paper. The information seemed very technical, but she had come across some of the terms in her reading and could determine that basically the map represented the amount of solar energy available at certain times of the year in various locations throughout the country. Such information might be useful to compare, for example, the practicality of a solar heated house in Cleveland as opposed to one in Atlanta. Maria added the map to her working bibliography and may come back to study it later in her research.

Keep in mind that a variety of information in many subject areas - political science, sociology, education, science, engineering, health, and medicine is available through maps. Maps are kept in locked storage cases in the Map Section, so it's best to ask for assistance at the Map Information Office. For some topics, including a map in your bibliography can help to show your instructor that you did a thorough job in researching your topic, and help to illustrate important points.

Exercise

1) Choose one of your questions to search for information in Government Documents. Because of the wide range of documents, many research topics are appropriate for documents searches. Write your question below.

2) Make a list of keywords and possible subject headings that reflect the content of your question. List the terms below.

3) Check in the *Index to Subject Bibliographies* to determine if there is a subject bibliography on your topic. You may have to use a slightly broader heading, especially if your question is very specific. Which headings did you search under in the index?

Is there a subject bibliography that may be useful for your topic? If you answered yes, write the title and SuDoc number of the bibliography in the space below.

If no, go on to Question 4.

Find the bibliography in the file boxes (located on the shelves below the *Index to the Subject Bibliographies*). Skim the bibliography and write the title and SuDoc number for one document that might be useful for your working bibliography in the space below.

Is this document on the shelf? If yes, write the name of the agency that sponsored the work. (It should appear on the cover, or within the first few pages of the document)

If no, write the title and SuDoc number of a document shelved near where this item should have been.

4) Repeat the same search process with *Publications Reference File.* (PRF). Ask the Documents Librarian to show you how to use this microfiche index.

Which subject headings did you search under in PRF?

List the title and SuDoc number of one document you found in PRF.

Was this item on the shelf?

CHICAGO ACADEMIC LIBRARY COUNCIL (CALC)

The UIC Library (excluding the Library of Health Sciences) contains nearly 1,000,000 books and over 5,000 current periodical subscriptions. Thus, you will usually find ample material by doing your research on campus. However, as your research progresses, you may find that a book you need is checked out or that our library doesn't have a particular periodical. Then you might check a CALC library.

CALC, the Chicago Academic Library Council, is a group of seven university libraries that cooperate to give their users more extensive library service. Because UIC participates, you, as a UIC student, are eligible to borrow materials and use the study areas of each of the following institutions.

Note: You are required to follow each school's policies, to return books to the library from which you borrowed them, and to pay any fines. CALC Libraries serve as valuable supplements to the UIC sources.

Remember to have your current ID and #7 card with you if you want to check out books.

1) Chicago State University
-Douglass Library
95th Street at Martin Luther King Drive
Chicago, Illinois 60628
Phone: 995-2341
Hours: M-F 8:00am - 8:30pm
Sat 9:00am - 5:00pm
Sun 1:00pm - 5:00pm
Subject Strengths: Afro-Americana materials; Bicultural materials; American history; Penology.

2) DePaul University
- Lewis Center Library
25 East Jackson Boulevard
Chicago, Illinois 60604
Phone: 321-7619
Hours: M-Th 8:00am - 9:00pm
F 8:00am - 5:30pm
Sat 9:00am - 5:00pm
Sun 12:00pm - 5:00pm

Subject Strengths: Accounting; Business; Economics; English literature; U.S. monetary policy; U.S. history; Civil War; American literature; Finance; Marketing.

-Lincoln Park Campus Library
2323 North Seminary
Chicago, Illinois 60614
Phone: 321-7939
Hours: M-Th 8:00am - 10:00pm
F 8:00am - 6:00pm
Sat 9:00am - 5:00pm
Sun 1:00pm - 6:00pm
Subject Strengths: Biology; Philosophy; Chemistry; Drama; Education; English; Music; Nursing;

Psychology; Sociology; Theology; Art; Geography; History; Irish history, language, and literature; Mathematics; Modern languages; Physics; Political science.

3) Governors State University
-University Library
Stuenkel Road between Governors Highway and Crawford Avenue
Park Forest South, Illinois 60466
Phone: 543-5000, ext. 2327
Hours: M Th 8:30am - 10:00pm
F 8:30am - 8:00pm
Sat 8:30am - 5:00pm

Subject Strengths: Afro-Americana; Allied health sciences; Business; Education; Environmental policy; Federal and State Government publications; Health services; Law; Urban studies; Women's studies.

4) IIT (Illinois Institute of Technology)
-James S. Kemper Library (Engineering)
-Stuart Business Library (Commerce)
35 West 33rd Street
Chicago, Illinois 60616
Phone 567-6847
Hours: M-Th 8:30am - 6:30pm
F 8:30am - 5:00pm
Sat 10:00am - 3:00pm

Subject Strengths: Fire protection; Architecture; Business; City and regional planning; Design; Economics; Engineering; Environmental engineering; Finance; Management; Mies van der Roehe; College and university catalogs.

5) Northeastern Illinois University
-Main Campus Library
5500 North St. Louis Avenue
Chicago, Illinois 60625
Phone: 268-7500, ext. 166 or 167
Hours: M-Th 7:45am - 10:00pm
F 9:00am - 6:00pm
Sat 9:00am - 5:00pm

Subject Strengths: Education; Child and adolescent psychology (2,500 titles); Special education; History.

-Center for Inner City Studies Library (CICS)
700 East Oakwood Boulevard
Chicago, Illinois 60653
Phone: 268-7500, ext 166 or 167
Hours: M-Th 9:00am - 9:30pm
F 9:00am - 5:00pm

Subject Strengths: Afro-Americana; Urban sociology; Social Sciences; Afro-American and ethnic literature.

6) Roosevelt University
-Murray Green Library
430 South Michigan Avenue
Chicago, Illinois 60605
Phone: 341-3639 or 3659
Hours: M-Th 9:00am - 8:30pm
F 9:00am - 6:00pm
Sat 11:00am - 4:00pm

Subject Strengths: Music-Collected works of all major composers, large collections of performing editions, substantial sheet music collection, substantial disc and tape collection, mostly classical, with some folk and jazz (33,000 books and scores, 7,000 phonodiscs and tapes); Afro-Americana and Black Studies (2,000 titles).

For more information on these libraries and other specialty libraries, see *Illinois Libraries and Information Centers* (the source of much of this section). You can find it in the reference section of the UIC Library, 2nd North, and in the Science Library: the call number is Z 732 12L5.

** Remember: call to check for quarter break and summer hours.

ADDITIONAL SOURCES

Additional sources that can be helpful for your research include interviews, films and television programs. An interview with an expert in the field about which you are writing can be especially useful for preliminary research; besides answering your questions, the interviewee might be able to provide you with different slants as well as the most recent information on your topic. But don't waste your expert's time by coming to the interview unprepared; be sure that you have a list of appropriate questions that will cover your thesis thoroughly. If your chosen interviewee is not available for a personal interview, see if you can arrange a telephone interview. Many people whose schedules do not allow for another appointment are still willing to discuss their fields over the phone. Be sure to ask for permission for any direct quotes you wish to use.

If you are interested in conducting an interview but do not know how to contact a person in the field you are researching, the *Encyclopedia of Associations*, which lists societies and organizations that are active in various fields, can be useful. Once you have located an appropriate organization, you can call not only to arrange an interview, but also to ask for brochures or pamphlets, or to inquire about the possibility of attending a meeting.

Films, particularly documentaries, and news-related television programs like *Nightline* and *60 Minutes* can also be useful sources for your paper. The danger in using these sources as well as interviews is in documentation; be sure that you carefully note such things as dates and speakers' names, and that you are able to accurately reproduce material that you will be quoting. An off-handed reference in a paper to a program you saw several months or weeks ago is useless as a source.

CHAPTER 7

ORGANIZING THE PAPER

OUTLINING

An outline is not, as is often supposed, an extra step that you do after your research paper is finished to make your teacher happy. The purpose of the outline is to help you organize your ideas and notes into a well-structured, logically argued research paper. To reflect your growing control over your research and argument, you will probably need a series of outlines. Professional writers often use a working outline, a detailed outline, and a formal outline.

You too will find outlines very helpful in the process of writing your papers. By writing an early outline, you will see if you are trying to cover too wide a topic or if you need additional information to create a strong argument.

For your working outline, list ideas and questions about your working thesis. The list of questions that you used for the library is a good place to begin.

Example: Having grown up in the Marcos-dominated Philippines, Roy had read that Aquino was a terrorist. Now that Roy lives here in Chicago, he's not so sure. So he wants his research paper to answer the question "Who is the real terrorist, Marcos or Aquino?." He took his first list of questions and narrowed them down to the ideas he would like to cover.

1) How did Marcos win the 1965 presidential election?
2) Why did Marcos proclaim martial law on Sept. 21, 1972?
3) How did Aquino start to be the major anti-Marcos personality?
4) What were Aquino's accomplishments and his plans for
   the future of the Philippines?
5) What has made Marcos stay in power for almost 20 years?
6) What are people's reaction to these two opposing leaders?

Conclusion: The real terrorist is ________________________!

Teacher's written comments: Roy, you list good questions to start your research. However, if you answered all these questions in depth, you would need to write a book. So after you've done some more reading, narrow your focus. You might argue that either Marcos *or* Aquino is the terrorist.

- **Exercise:** Try a working outline for your thesis. List four or five areas to discuss. You might want to do some more background reading in special encyclopedias now.

Working Thesis:

1.

2.

3.

4.

5.

This first outline will change and grow as you read and gather more evidence. Get an opinion from your teacher or a friend about this early outline.

About a week later after much reading and thinking, Roy is able to write a better focused outline because he has developed his thesis.

Outline

The Philippines Under Martial Law

Thesis: Martial law was a failure in the Philippines.

I. Life under martial law
  A. The Philippine economy
  B. The Political system
II. The end of martial law
  A. The Philippine economy after martial law
  B. Philippine politics
III. Critics evaluate the failures of martial law

Conclusion -

Teacher's written reaction: Roy, you have a clear thesis. For a more in depth study of that failure of martial law, narrow the focus of your subtopics.

When you are ready to write your final outline, you will need to follow a specific structure and rules.

Formal Outline Structure

I.
II.
  A.
  B.
    1.
    2. (third level of division)
III.

Note: Each level must be divided at least once. So if you have a I., you must have a II; if you have an A., you'll have a B.; a 1. needs a 2. List your divisions in parallel form (i.e., If you begin your first division with a noun, start the remaining divisions with nouns also). For more information, see the section on parallelism in "Revision" or consult a grammar handbook).

Two or three levels of division are usually sufficient for a Composition 102 research paper. You want the outline to be a guide, not a complete preview of your paper.

Remember the purpose of the outline is to help you organize your thoughts and information into a well-structured argument.

-**Exercise:** Once you've done some research, organize your thoughts and material to write a two or three level short phrase outline.

FRAMING

After you have racked your brain to find your own words for expressing an idea from a source, another chore awaits you. Fortunately, this one is rather simple. You must "frame" your reference. What this means is that you must show clearly within the text where you begin paraphrasing, summarizing or quoting and where you resume writing your own observations or start another reference. The upper part of the frame— where you begin using the source— is the part most often neglected. Yet even a simple "Hall says" or "Hall states" builds the upper frame that sets your paraphrase or summary off from the rest of the text and saves you from plagiarizing. And there are many other ways to make it clear that you are paraphrasing or summarizing. Notice how the writers of the articles and books you are using introduce their sources.

Correctly Framed Paraphrase

> According to Hall, many young people start reading to escape reality, but sometimes— as in Hall's own boyhood experience— these escapist readers develop a keener vision of the world.

Unlike the paraphrase, a direct quotation has a built-in upper frame, the quotation mark. Never forget to put it in. The beginning quotation mark shows you are starting to write someone else's words, not your own. You often need to use introductory phrases, too, but the quotation mark is essential.

Correctly Framed Direct Quotation

> Donald Hall says, "I think that everyone reads for narcosis occasionally, and perhaps most consistently in late adolescence, when great readers are born. I remember reading to shut the world out.... But after a while the books became a window to the world." Hall, 495

The lower part of the frame is formed by the quotation mark at the conclusion of the passage. The parenthetical citation at the end of the source material reinforces this frame.

As you can see, framing is a small but important detail of your research paper writing. Some students "forget" frames occasionally because they think they are depanding too heavily on sources and ought to be putting more of their own opinion in the paper, but research implies extensive use of sources. Your instructor expects you to use them. As for getting "yourself" into the paper, this process should occur naturally, for as you gather support for your thesis, your own thought processes are stimulated and, given a chance, can produce ideas worth recording.

VALID ARGUMENTATION

Most UIC composition instructors expect term papers that are argumentative in nature. By this it is not necessarily meant that your topic must be a presentation of one side of a controversial issue; your paper will be argumentative as long as it states and supports a thesis, rather than simply giving information on a topic. For instance, a paper that discussed the life of George Washington, giving information about his birth, accomplishments and death would be a report paper rather than an argumentative paper and would not be accepted by most UIC instructors. However, if the paper presented information about Washington's life with the purpose of showing that he was a better general than a president, or that his presidency closely resembled a European monarchy, it would be argumentative. In these cases the research material would not comprise the paper; rather, it would support the assertions made in the paper.

Many students, however, will want to write on controversial, pro/con topics. If your topic is of the pro/con type (e.g. arguing for or against U.S. military aid to El Salvador), you will want to be sure that your argument is presented in a fair manner. To do this, it is necessary to realize that any issue that is worthy of argumentation must have, by definition, opposing viewpoints. Obviously, if all the reasonable facts in any situation point to only one conclusion, there is no point in arguing. It would make no sense to try to argue, for instance, that water molecules are composed of two atoms of oxygen and one of hydrogen, or that eighteen-month olds should be allowed to drive. Reason and evidence dictate that all the valid arguments would oppose these theses.

But because only arguable issues (those that have at least two reasonable opposing viewpoints) are valid pro/con topics, you will find in researching these topics that good arguments have been presented on either side. You may be tempted to present both sides of the argument equally, without taking any position; in this case, your paper might suffer from the lack of a definite thesis, and will most likely be a report paper rather than a research paper. In order to avoid this, it is necessary for you to take a definite stand and present your own viewpoint.

In most cases, however, the major points of the opposition cannot be ignored. This is the time to use the rebuttal skills you learned in Composition 101. Besides giving strong evidence for your point of view, you also present some of the major points that oppose your argument, giving credit to their validity. This gives balance and fairness to your own argument. However, you also make it very clear that the number or importance of the points that support your position outweigh those against it. In this way, you are effectively arguing one position while giving credit to the opposing viewpoint.

Your rebuttal should not be a large percentage of the whole of your paper; a good guideline to follow is that it should consist of between 10% to 20% of your paper. A better guideline to follow, however, is your sense of fairness and balance. Keep in mind the fact that pro/con topics do have at least two sides and that it is up to you to effectively present your own viewpoint on the matter without totally disregarding the opposing viewpoints.

LOGICAL FALLACY

Jim Palmer sells Jockey underwear not because he has any special knowledge in fabric construction, but because he is an attractive and well-known sports character. Newspaper commentators focus on suspected irregularities in the finances of Geraldine Ferraro's husband, rather than on her own qualifications as a vice-presidential candidate. The Unification Church, as well as other cult organizations, teaches that peace and salvation come only to those who reject their families and friends. All of these are examples of ways in which logical fallacy, or faulty reasoning, is used to effectively convince people by diverting their attention from the real, substantial points of an argument. Although logical fallacy is commonly seen in both written and spoken argument, it is not acceptable in the work you will be submitting for your composition class. The use of fallacious reasoning is unfair and can detract from the real merits of your work. Once a reader discovers fallacious reasoning, he is likely to dismiss or distrust the remainder of your argument.

Though there is no general agreement on the exact number of fallacies that exist and it is probably not important that you remember these fallacies by name, the following list is provided to make you aware of the kinds of arguments that are considered fallacious.

1. In *argument to the people* (also called *argument ad populum*), a writer or speaker seeks to arouse emotion by an appeal to biases his audience may have for or against a subject.

   Example: I feel very sorry for people on Medicare. But voting for more Medicare funds pushes this country closer and closer to a Communist system of government.

2.An *argument to the person* , (*argument ad hominum*) avoids the issue by focusing on either positive or negative references to opponents in an argument.

   Examples: Victoria Principal looks fantastic in those ads for the Chicago Health Club. If I join, I'll probably look just like her.

   or, conversely,

   How can we trust Professor Johnson's work on data processing, when we know how far left he is politically?

3. The *either/or* fallacy oversimplifies the number of choices an audience has on a given argument.

   Examples: If you don't support the president's economic policy entirely, you are in favor of rampant inflation.

   or

   America: Love it or Leave it.

4. *Post hoc* fallacies are commonly seen in cause and effect arguments. In a *post hoc* fallacy, an effect is attributed to a cause solely because one event preceded the other.

   Example: I told you the priests were right. Didn't the volcano stop erupting last week after we tossed in those virgins?

5. *Hasty generalization* consists of a generalization that is based on insufficient evidence or on evidence that is not representative. Stereotypes are examples of *hasty generalization.*

   Example: Blondes have more fun.

Often, *hasty generalization is signaled by the use of absolutes such as* "every," "all," or "no." You will seldom find a rule that has no exceptions; if you assume that your rule is true in all cases, you may be guilty of using *hasty generalization.*

   Example: All people who wear glasses are intelligent but not athletic.

6. *Composition/division*, which is closely related to *hasty generalization* , occurs when one member of a set is judged by the general characteristics of the set, or, conversely, when a set is judged by one of its members.

Examples: Doctor Smith must be wealthy, since most doctors make a lot of money.

or

I know Dr. Smith is wealthy; therefore, most doctors must be wealthy.

7. An *appeal to ignorance* is based on the assumption that something is true if it has not been proven false.

Example: UFO's must exist because scientists cannot prove that they do not.

8. *Non sequitur* occurs when there is no logical relationship between two or more ideas that are represented as being related.

Example: Although it has been demonstrated that the university needs better health clinic facilities, I will not support appropriations for a new clinic as long as doctors charge such exorbitant fees.

9. *Begging the question* occurs when the persuader assumes the validity of an unproven premise. Often, it is signaled by introductory statements like "Everybody knows..." or"History tells us..." in which a group of people who may hold varying views are treated as a consensus.

Example: Doctors believe that massive doses of Vitamin C can prevent colds.

In this case, it seems to be suggested that all doctors are in agreement about the benefits of Vitamin C; this is not necessarily the case. A different type of begging the question occurs in the following example:

Example: Since capital punishment deters murder, it should be the mandatory sentence for all convicted murderers.

Unless you have proven your first statement, that capital punishment deters murder, a statement like the previous one, which is based on an unproven premise, is *begging the question*.

Logical fallacies divert the reader (often intentionally) from the true merits of an argument. A valid argument stands on its own merits, without resorting to trickery or diversion.

Exercise

Determine which logical fallacy is being presented in each of these cases. Go beyond the name of the fallacy and determine what is illogical about the reasoning in each case.

1. If we do not intervene in the domestic policies of Central America, that whole area will be overtaken by Communists.

2. UIC has a wonderful faculty; both of the instructors I have had have been excellent.

3. If high school English courses were easier, most college students would have less difficulty with the college English requirements.

4. Everyone agrees that this is the best solution to the problem.

5. I'll never eat cheesecake again; the last time I had some, it started raining and didn't stop for a week.

6. Scientists have never been able to disprove the authenticity of the Shroud of Turin; therefore, it must be the burial shroud of Christ.

7. All Democrats are more liberal than Republicans.

8. Follow this course of action for the love of your mother, your home, and your country.

9. Mother Theresa supports this position; because she is a saintly person, it is imperative that we adopt this position also.

10. Brenda must be wealthy; the sorority she belongs to is full of wealthy women.

INTRODUCTIONS AND CONCLUSIONS

Introductions

Even with a strong thesis and a logical argument, you'll need to pay special attention to the beginning of your paper. Good introductions, regardless of whether you are doing them for Composition 101, 102, a popular magazine, or a research grant, fulfill similar requirements.

In your introductions

1) Give your thesis statement to explain clearly the focus of your argument.

2) Indicate your major subtopics so that your reader has a good idea of how you will support your thesis.

3) Arouse your reader's interest in your paper.

Often writers begin their introductions with an interesting story or idea. For example, Chris began her term paper on fast foods this way:

> Burger King says, "We do it your way." McDonalds says, "You deserve a break today." Wendy's Old Fashioned Hamburgers says, "Where's the beef?" All these catchy phrases may be cute and sell huge amounts of food, but many experts in the health oriented fields object to the fast food industry. In *Institution Magazine* Jane Wallace and Betsy Raskin, researchers and registered dietitians, write, "The love/hate relationship between food service professionals and the fast food concept is reaching showdown proportions [with the most vocal antagonists being dietitians and nutritionists who] ... consider fast food a capitulation to permissiveness and predict dire national health problems if the trend is allowed to continue"(12). Many of these health problems arise from fast food items that lack precious vitamins and minerals of a balanced diet or are overabundant in their caloric and sodium content (Puckett 15). Fast foods definitely endanger a healthy body.

Chris might have mentioned her subtopics, so that her reader would know more definitely what is to come. But her introduction is good because she begins in an interesting way and clearly states her thesis: "Fast foods definitely endanger a healthy body."

When you write your introduction, remember to fulfill these three requirements. However, if you have trouble beginning, skip the introduction and start writing about one of your main points. Often the idea for a good introduction comes once you have immersed yourself in the work.

Common Strategies for introducing your thesis

1) *Present an interesting fact that relates to your topic.* For example, in his introduction of an argument for vegetarian diets, David noted,

   "Research has shown that only 15% of the Seventh Day Adventists (non-meat eaters) are overweight compared to 40% of the American meat eaters."

2) *Begin with a quotation that is especially fitting.* In her argument against the Nazi march in Skokie, Sheri begins her paper by quoting from Chaplinsky v. New Hampshire.

"Even the Supreme Court has asserted, 'It is well understood that the right of free speech is not absolute at all times and under all circumstances.'"

3) *Use a forceful assertion.* This is especially effective if you are proposing an unpopular or unusual way to look at your topic.

As a part of his introduction, Kin states: "Crime is a logical result of our capitalist society." In his paper, he argues for his point of view.

4) *Refer to a current event or news story.* In the introduction for her paper about handgun control, Patricia cites the horrifying murder of 21 people in the San Ysidro, California, McDonalds.

5) *Give a personal story.* Often students choose a topic because of a personal experience. This is what Susan does for her argument:

> "Two years ago, a close friend of mine was a victim of a crime which changes any woman's life. My friend was raped.... Society has made it extremely difficult for the rape victim. Too many times, it is assumed that the rape was the victim's fault. When a rape victim makes the difficult decision of reporting the crime ... she is unaware of the series of events that are to follow."

Thus begins Susan's criticism of police, hospital, and court treatment of rape victims.

6) *Survey the research being done or provide the background on the topic.* Roy begins his paper with such background information:

> "The Philippines was placed under martial law on September 21, 1972. President Marcos believed that martial law was the only solution to the declining society with the rapid emergence of antigovernment organizations; martial law was also a supposed savior to the highly burdened economy....[But] the Philippine economic and political systems reflect...[the] failures of martial law."

7) *Reverse one side of the argument by first giving an argument and then turning it around to present your point of view.*

In his paper about the Falkland Islands, Mark first gives the British rationale for why they are occupying the islands, then he declares that for several reasons the islands should belong to Argentina.

These are just suggestions; if you can think of another way that is more appropriate, use it. But watch out for the following kinds of introductions, unless you have good reasons for using them.

Avoid

1) Using dictionary definitions -

Example: *The American Heritage Dictionary* defines hand guns as "A firearm that can be used with one hand; a pistol." This sentence seems like useless filler since most people know what a hand gun is.

A better way to include a definition smoothly is the way Seth defines *ice age.*

> "Scientists have arbitrarily defined the beginning of an ice age to be the time when oak and other deciduous trees, which are usually widely spread in Europe, perish due to climatic change."

2) Pedantically saying what you're going to do.

Example: "I will first give the history of handgun control in the U.S., then I will show how the U.S. compares to Japan. And then I ..." (You are writing the paper, so don't talk about doing it; do it).

3) Repeating your title in the introduction unless it needs to be explained.

Example: Kenneth L. Higbee titles his chapter - "Use SQ3R." Because the title is so unusual, he uses his introduction explain, "SQ3R consists of five steps: Survey, Question, Read, Recite, Review." (*College Reading* 87)

4) Using historical information unless you can relate it to your thesis.

For example, Sally had an awkward start when she began her paper on Eisenhower in this way:

> "Originally born in Denison, Texas, on October 14, 1890, Eisenhower was the third of seven sons, (although one died in infancy), of the Eisenhower 'clan.' Two years after his birth, the family moved to Abilene, Kansas. The family's hardships were due to the small income earned by Dwight's father."

Since Sally's argument asserts that Eisenhower's victories stemmed from his strong leadership and "unified" command, this biographical information about his early life seems irrelevant.

5) Using scholarly jargon in order to sound professional. Remember your reader. If you have a good command of the specialized vocabulary of your field and your reader does too, then professional jargon is appropriate.

The following introduction, however, confused Mike's teacher, who had taken only one college biology class:

> "The Bacteriophage Mu has several properties which make it a useful tool in genetic manipulations. Mu is a temperate phage which replicates via DNA transposition. Mu has a headful mechanism for packaging such that adjacent DNA sequences are taken up into a viral particle approximately 38 kilobase pairs in length (including the Mu genome)."

Mike's argument became much clearer after he did a few revisions.

Conclusions

Your conclusion is important too. You need to leave your reader with the sense that you have proven what your thesis promised in the introduction. A good way to indicate the ending is to allude to your introduction. Thus Chris' conclusion on junk food ends this way.

> The next time you hear the motto, "We do it your way," ask for a lowfat burger pattie of only one hundred percent beef prepared fresh on a clean grill broiler handled by a freshly cleansed hand. This would probably be one of the orders Burger King would not be able to accommodate. When you hear the motto, "You deserve a break today," go home and cook yourself a broiled chicken breast that contains a mere one hundred and fifteen calories. During a television commercial, when you hear, "Where's the beef?", think of the local butcher shop that has fresh meat cuts daily without preservatives or additives. Vitamin deficiencies, high sodium contents, and high fat percentages are the only accomodations provided by the fast food industry (Wallace 25). You as the consumer should be aware of the harmful products that are hidden in bright yellow, orange, and red containers. If you want to stay slim, healthy, and vigorous, do your body a favor and stay away from drive-up windows.

Or you may want to clearly tie all your main points together as David does in his conclusion:

> There is a growing abundance of evidence that shows vegatarian diets can reduce and prevent the occurrence of Americas most troubling diseases. By initiating a dietary renovation we could reduce obesity and its associated afflictions, cut down the number of cases of osteoporosis, cancer, and America's leading killer—heart disease.

Avoid

1) Stopping the paper abruptly; otherwise, your reader may turn the page searching for more information.

2) Starting a new topic or angle that hasn't been covered.

3) Saying "The end."

Do

Begin and end your paper in clear, concise, interesting ways.

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CHAPTER 8

WRITING THE PAPER

ROUGH DRAFT

A well-constructed outline that traces your principal argument from logical point to point will greatly ease the writing process, but you still must write a rough draft and at least a second, intermediate draft before you attempt the final, polished version. "Rough" suggests "unpolished," which is what the first attempt usually is. You are simply getting your ideas on paper, converting the outline into sentences and paragraphs and checking to see that all elements support your thesis statement. Some writers feel that even this rough version must start at the beginning—with the introduction— but if you have trouble getting started, you may prefer to begin with the body of the essay. Remember that the usual place for the thesis sentence is near the end of the introduction, so you can pretend you have just written that sentence as you start to compose the first paragraph of the body of your essay.

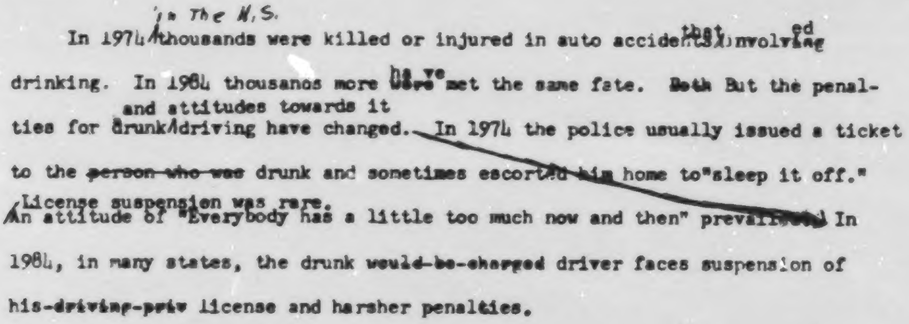
Look at the first major heading and its subheadings in your outline. Then put these ideas or facts into sentence form, using as many sentences as necessary to express your thoughts and to relate these headings to the thesis. However awkward you may think your writing is, keep at it. The first goal of a rough draft is to get the thoughts represented by the outline into sentence form. Spelling corrections, improvement in word choice and the like can wait.

Suppose, for example, that your thesis is, "Drunk driving is a serious offense against society and should be punishable by a prison term." The first part of your outline might look like this:

Introduction, including thesis statement

- I. Drunk driving accidents
  - A. 1974
    - 1. penalties
    - 2. attitudes
  - B. 1984
    - 1. penalties
    - 2. attitudes

The first paragraph in the body of your rough draft would probably look something like this:



in The U.S.   that ed
In 1974 thousands were killed or injured in auto accidents involv~~ing~~

have
drinking. In 1984 thousands more ~~were~~ met the same fate. ~~Both~~ But the penal-
and attitudes towards it
ties for drunk driving have changed. In 1974 the police usually issued a ticket

to the ~~person who was~~ drunk and sometimes escorted him home to"sleep it off."
License suspension was rare.
An attitude of "Everybody has a little too much now and then" prevailed. In

1984, in many states, the drunk ~~would-be-charged~~ driver faces suspension of

his-~~driving-priv~~ license and harsher penalties.

As the writer moves along, getting her thoughts on paper, she sometimes has to cross out or insert words, phrases and clauses. For instance, after she has written it, she decides to move the third sentence to another position in the paragraph. Does she rip the paper out of her typewriter and start afresh? To do so would be a waste of time. An arrow is sufficient, and it does not matter that the rough draft is a bit messy. Fastidious persons whose sensibilities are offended by the scratch-outs and insertions of a rough draft can look forward to the final draft,which they can feel free to type faultlessly on pristine, white bond.

Another way to treat the first subtopic in our drunk driving essay would be to extend the discussion of conditions in 1974, giving examples of the permissive temper of the time. You might use direct quotation from the parents of a child killed by a drunk driver who went unpunished, or you might relate an interview with an alcoholic executive, now sober, who recalls the times he drove his car into a ditch and was hauled out and driven home by tolerant police officers. You would, of course, balance this discussion with a description of the drunk driver's fate in 1984, supported by examples.

Suppose the second major heading in your outline is this:

II MADD (Mothers Against Drunk Driving)

Your discussion might begin this way:

heightened
This ~~increased~~ public awareness of the hazards of

partly attributable
mixing drinking and driving is ~~in-part-the-responsibility~~

to an organization called MADD (Mothers Against Drunk

Driving).

This sentence could serve as a transition beginning the paragraph that follows the discussion of penalties. In most cases, if the outline is logically arranged, getting from one point to the next should be fairly easy. If you are stuck for a transitional sentence, however, leave some space and continue.

As you write, you must continue to refer to your thesis sentence and ask yourself if all the points you are making are relevant. Putting your thoughts and research material into essay form sometimes generates fresh insights, and some of these are valuable, but check them with your thesis and fit them into your outline before using any of these new ideas. It is easy to stray from your thesis and start wandering around in side issues. You might well ponder what caused society to change from a tolerant attitude of "After all, he didn't mean to kill anyone; he was just drunk" to a demand for responsibilty on the part of those who drink and drive. When you describe the growth and activities of MADD, you will be touching on this question, and it *is* relevant to your discussion, but do not wander off into a lengthy discussion of methods used to sway public opinion. If you do, your essay will turn into one that has more to do with psychology than justice. Similarly, a New Jersey court's ruling that hosts can be held responsible for damage inflicted by inebriated guests who have driven away from the party may deserve comment, but you don't want to delve deeply into the responsibilities of persons surrounding the drunken driver; your central thesis has to do with the drunk himself.

In your rough draft you use the direct quotations, summaries and paraphrases that make up your research material, weaving each of them into your essay as support for your lines of

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reasoning and crediting each one properly. To save time you may want to photocopy your note cards. You can then cut them apart and paste them in place instead of having to write them out in the rough draft.

Because you will probably find it necessary to make many corrections and additions, it is a good idea if you are typing it, to triple-space your rough draft.

After you have finished your essay, give it a day or two to "cool" before you attempt the next draft. This waiting period will refresh your critical eye and enable you to spot mistakes or ways to improve the essay that you probably would not notice if you proofread immediately after writing the paper.

Now is the time, before going on to the next draft, to correct spellings and to pencil in transitions wherever you see the need. Check again for logical development of your argument, and don't hesitate— even at this point— to go back to the library for a little more research if some point in your argument looks shaky or in need of expansion.

SECTION OF ROUGH DRAFT – "A LIVELY UNIVERSE"

* Teacher's comments.

As is the case
~~Like~~ with the creation of our
consensus
solar system, there is no general ~~consensus~~
on
~~about~~ how life began. The theory that
is that
swamp-like
hot, ~~swampy~~, mixtures containing oxygen,
elements which are
hydrogen and (abundant throughout the
universe)
nitrogen, carbon combined to create
primitive organic cells, (is most
commonly accepted.) Dr. Roger A.
employed by the U.S. army
MacGowan, a scientist, thinks that
the same thing could happen on
other planets. He says, ~~"All present~~
~~life on earth appears to be based on~~
~~the genetic properties of DNA~~... it is
perfectly conceivable that they may
exist... on other planets in the solar
system or elsewhere." #7
we assume that
If life can be created on planets
spread about
~~in~~ the universe, an interesting question

* "Scientist" is a broad term. Is he a biologist? An astronomer? Organic chemist?

* DELETE

* "They" being oxygen, hydrogen etc.?

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SECTION OF ROUGH DRAFT – "A LIVELY UNIVERSE"

~~appears~~ arises. Would these simple molecules
become more and more complex evolving into intelligent organisms? Whether
or not DNA molecules would evolve
into ~~complex~~ complicated creatures ~~is a question~~
~~which~~ is open to speculation. And,
if they did, would they resemble
humans? But ~~B~~ecause this event has
~~occured~~ occurred on Earth, it is reasonable to ~~we can~~ expect ~~that~~
the same ~~thing~~ event would occur some-
where else in the universe. (Or ~~it~~
~~may have already~~ has occurred) However, For ex-

* This question should come immediately after the first one.

★ Teacher's comments.

REVISION

Another vital step in producing a well-written term paper involves revision. Developing your eye to see what needs improving is a skill of a good writer. The famous American writer Ernest Hemingway revised *The Old Man and The Sea* forty-seven times! The world-acclaimed Russian novelist Tolstoy totally revised *War and Peace*, his great 1,543 page book, five times. Since these professional writers revise their work, then you can expect to need to improve what you've written, too. One of the fallacies about writing is that a person can either write or he can't. But writing is a craft with rules that can be learned. One reason that both Hemingway and Tolstoy wrote well is that they knew how to revise. Once you can recognize problems, they are much easier to correct. If you apply the following basic rules, you'll be on your way to creating well-crafted writing.

1) **Read your writing aloud.** Often just hearing how your work sounds will point out problems and awkwardness that you can change by rewriting.

2) **Use a variety of sentence types.** Often Composition 102 students try to write more "professionally" by using one long complex sentence after another. That can be as boring as short sentence after short sentence. Also, an often repeated subject-verb-object pattern gets monotonous. You want your reader awake and interested, so use assorted patterns and types of sentences. Variety makes things interesting. Try it.

3) **Use active verbs.** They help make writing lively, smooth, and more direct. One way to see if you have vivid writing is to go through your rough draft and circle the verbs. If you can get a sense of the subject by saying just those verbs, you write with strong verbs. If, on the other hand, you find many "to be" verbs (is, was, were, are, etc.), then you should replace many of them with active verbs.

Instead of writing, "Gabriel Garcia Marquez is the author of books whose settings are in Latin America," Helga writes, "Gabriel Garcia Marquez writes books set in Latin America." Changing the verbs *is* to *writes* and *are* to *set* may seem like small changes, but the impact of strong verbs throughout your papers will improve your writing. Some "to be" verbs are necessary, but check to see that you write with many action verbs. Also, active verbs will keep you from using the passive voice, a stuffy sounding form, which slows down your prose. Passive voice occurs when the object of the action becomes the subject of the sentence. For example, "*One Hundred Years of Solitude* was written by Gabriel Garcia Marquez." To change this sentence to active voice, Helga revised it to say, "Gabriel Garcia Marquez wrote *One Hundred Years of Solitude.*" Now the one responsible for the action is the subject of the sentence.

However, there are three good reasons to use passive voice:

1) If you want to highlight the object of the sentence.
-"The ball that ruined the Cubs chances for the World Series was hit in the ninth inning."
You don't really care who hit that ball; the important fact is that it *was hit*.

2) If you don't want to say who is responsible for the action (often government and business agencies use the passive for this very reason).
-"The U.S. deficit was raised to a new high in the past four years."

3) If you don't know who did the action.
-"John was mugged in Lincoln Park last night."

You may also want to use passive voice occasionally for variety in your sentence style. Use passive voice if you have a good specific reason for doing so. Active voice normally results in a clearer, more flowing style.

4) **Use parallel structures.** Give similar grammatical forms for elements that have similar worth. Parallel forms give balance and rhythm to your writing.

In her paper on the dangers of smoking and pregnancy, Anna declared:

"Studies show that women who smoke are more likely to have underweight babies, spontaneous abortions, babies with deformities, and to have difficult labors." After Anna considered parallelism, she changed that sentence to "Studies show that women who smoke are more likely to have spontaneous abortions, difficult labors, and underweight or deformed babies." Now each of the four effects of smoking is listed in the same grammatical form. Also note that Anna put those dangers in a more logical order since they are in the time sequence in which they would appear during a pregnancy.

5) **Use effective transitions.** Transitions help you link your ideas into a smooth style. Sometimes a transitional word is all you need.

a) To show *addition*: also, again, besides, and, finally, first, second..., furthermore, in addition, equally, another, last, moreover, next, too.

b) To show *cause and effect*: as a result, consequently, otherwise, then, therefore, thus, because, so.

c) To show *contrast*: but, nevertheless, on the contrary, on the other hand, at the same time, however, yet, still, although true, in contrast, in spite of.

d) To show *examples*: for example, to illustrate, in particular, specifically, that is.

Another way to create fluid transitions is to repeat key words or phrases from one paragraph to the next.

Pete illustrates that repetition technique between paragraphs in his paper arguing that in the 1960 presidental election Kennedy won because of his skill in using television coverage to his advantage:

> "...Before the T.V. debates, the electors saw in Nixon an experienced and skilled politician.
>
> At that time, those same electors saw Kennedy as much simpler..."

By repeating "electors," Peter moves from talking about Nixon to Kennedy. In your revising, check to make sure you've made the links from one idea to another smoothly, not only between paragraphs but within them as well.

6) **Use concise, clear words.** Words such as *there are*, and *there is* just slow your reader down.

For example: "There are six million more men, women, and children who live in poverty than did four years ago." A more concise sentence is "Over the last four years, six million more men, women, and children began living in poverty." Also saying "In this paper I plan to discuss ..." is unnecessary filler. You're the writer; you don't have to *say* what you're going to do - your thesis and outline make it clear. Get in there and do it.

7) **Be consistent in tense, number, and person.** Check to see if the tenses you are using are appropriate.

For instance, if you begin your paper by using the past tense, then you should use the past tense throughout *unless* you are showing a real shift in time. The same is true for number and person.

If you begin talking about a child, don't shift to children unless you have a specific reason for doing so. Or if you begin by refering to Joe, don't shift to "you" unless you mean you, the reader.

8) **Check for your own writing weaknesses.**

For instance, if you know that your spelling gives you trouble, make a special effort to read your paper through at least once just checking on spelling. The *Poor Spellers' Dictionary* can help. What negative comments or positive ones have you gotten on your other papers? Go through and check for those things to revise.

9) **Check on the support for your argument.**

When you present a general statement, do you give good evidence of it with facts, figures, and/or specific cases?

10) **Check to see that you've identified your authorities.**

As much as possible in integrating quotations or citing authorities, identify who the authority is (i.e., title , qualifications, etc.) so that the reader can evaluate his credibility.

11) **Make clear connections for your reader.**

Does each paragraph of your term paper relate clearly to your thesis?

12) **Proofread, proofread, proofread.**

Annotated Bibliography

In addition to presenting the list of sources used in a research paper, the annotated bibliography includes a short but pertinent comment or notation on those sources. Most good notations give two or three sentences that cover the book or periodical's scope, importance, validity, and flaws. (Remember that the author often provides at least some of that information in the preface or introduction to the book). An annotated bibliography is written for a reader unfamiliar with the sources cited in a research paper.

Example: In her paper "The Nazi March in Skokie: Freedom of Speech versus Morality," Sheri annotates one of her sources in this way:

Hamlin, David. *The Nazi/Skokie Conflict.* Boston: Beacon Press, 1980.

> The most attractive feature in this book is the critical vantage point of its author. David Hamlin, the executive director of the A.C.L.U. during the Nazi/Skokie conflict, tells his story with the advantage of retrospect. His talents as a free-lance writer make his form luccid and captures the reader's interest. The book's content includes a past history of the Nazis in Chicago, the events which led to Collin's choice of Skokie, the position of the A.C.L.U. in the court of law, and the public response. Although he represents an opposing viewpoint and is somewhat apologetic, his objective account and unyielding position is admirable.

An annotated bibliography is not always required for Composition 102 term papers. Check with your instructor. Whether you must annotate your documentation or not, in doing your research, look for sources that use annotated bibliographies; they will help you save time in in your search for information.

FORMAT FOR FINAL PAPER

In typing up your final paper, you will want to follow the conventions acceptable to your instructor. Later when you work for IBM, Xerox, or another firm, you will need to ask your boss about conventions to follow for your reports. Now for Composition 102, if you are following the MLA parenthetical form, your term paper will have five parts

1) *The Title Page*: This usually gives the title of your paper, your name, your course name and its section number, your instructor' name, and the date. The information should be centered and distributed attractively on the page. See the sample term papers.

2) *Final outline*: This section serves as table of contents although you will not include page numbers for your sections. The title "Outline" is centered two inches from the top of the page; notice that it is not underlined or included in quotation marks. The other margins are one inch (as are the tops of any consecutive pages of your outline). After the first page of an outline, use small Roman numerals in the upper right-hand corner one-half inch from the top of the page just above where you put your initials for identification purposes. You'll begin enumeration with ii; usually, however, a one-page short phrase outline is sufficient for Composition 102. See the sample papers.

3) *Text of the Paper*: Center the title of your paper two inches from the top margin; do not underline or include it in quotation marks. Then begin the text three single-spaced lines below the title. Your first page of text will *not* have your name or a page number on it. The left, bottom, and right margins are one inch. For the following pages, the text has one-inch margins all around. Within the top inch margin on the right-hand side, give the page in Arabic numberals. The first page you number is 2; (do not use "p."). Single-space underneath the number to give your initials. The text of your paper is double-spaced.

4) *Note*: If you give explanatory asides, put them on a separate page following the text of your term paper. Center the heading "Notes" two inches from the top of the paper; begin your notes three single-spaced lines down from the title. This is an optional section.

5) *Works Cited*: The list of "Works Cited" is the final section of your term paper. In it alphabetically list the sources you have used in your paper. Center the heading "Works Cited" two inches from the top of the page; begin your list three-single spaced lines down from the title. Even though the "Notes" and the "Works Cited" pages are not counted as fulfilling page requirements for Composition 102, they are numbered consecutively with the text pages.

Use the following sheet as a margin guide for your term papers and see sample papers for models.

—1/2"

1"

2"

1"

1"

1"

CHAPTER 9

ACKNOWLEDGING SOURCES

NEW MLA STYLE AND FORMAT

Since for many journals the cost of typeset and layout design for both footnotes and bibliography is prohibitive, recently, the MLA Committee on Documentation Style revised its form. Instead of footnotes, the latest MLA style gives parenthetical citations within the text which is similar to the form used for papers in the sciences and social sciences. And like the other parenthetical styles, the new MLA requires full documentation for each of your sources just once - at the end of your paper in the *Works Cited.* If you are accustomed to the endnote MLA style, you will notice several changes:

1) Use of parenthetical documentation within the text instead of footnotes or endnotes.

2) Use of Arabic numerals (1, 2, etc.) for everything except titles (Henry VIII) or preliminary pages of a text instead of Roman numerals (I, II, etc.).

3) Use of a new form for listing volume, year, and page. For example, *The Sewanee Review* 60 (1952): 230-252.

4) Use of a colon to separate volume and page (60: 230-252).

5) Use of a "Works Cited" list instead of a "Bibliography."

6) Omission of "p." or "pp." for page numbers.

7) Omission of the comma after journal tiles.

This new MLA style focuses on the author, title, and page number of each of your sources. When you cite sources, you will give shortened forms of the publication informantion within parentheses at appropriate places in your text. (Make sure you record publication information on your bibliography cards; then you'll have the facts when you need to list them). Your reader will be able to consult your *Works Cited* page to find the complete documentation of your sources.

Ask your teacher which MLA style you are to use for your term papers.

Guidelines for the MLA Parenthetical Citation Style within your Text:

1) **Author's name not given in the text:** use the author's last name and the page number or numbers within parentheses at the end of the cited material. For example: Patricia argues,

> Even though not many people agree about exactly how many murders are committed each year by handguns, it's agreed that it is very high. A fact that backs this up is that during the Vietnam War (1966-1977) the U.S.A. lost 43,000 men in combat. Meanwhile here in the U.S.A. during the same years, 71,804 people were murdered with guns (Dolan 9).

2) **Author's name just given in your text:** use only the page number or numbers. For

example, Patricia continues,

> According to Dee Loewin, Assistant to the Executive Director of the Illinois Citizens for Handgun Control, rifles and shotguns, which wouldn't be affected by handgun contol legislation, are only used in about 5% of the murders (23).

If you are citing more than one work by the author you have just mentioned in your text, you will need to include a short title before the pagination (page number or numbers). In his paper arguing that Vietnam veterans suffered mental isolation Axel notes,

> During the later years of the Vietnam War, soldiers had to hold the stress and frustration about the war inside while the people at home expressed their frustrations in protest marches and peace rallies. Studies have shown, says Joseph Boscarino, Ph.D., that of the general public "sixty-three percent thought Vietnam veterans were 'suckers,' for having risked their lives in Vietnam" ("Vietnam Veterans" 212).

Note: The full title of this article by Joseph Boscarino is "Current Excessive Drinking among Vietnam Veterans: A Comparison With Other Veterans and Non-Veterans." Since inserting such a long title into his text would likely be distracting, all Axel did was to include enough of the title to differentiate it from another work by Boscarino. In the "Works Cited" his reader will be able to find the complete citation.

3) **More than one work by the same author who's not mentioned:** Give the author's name and a short title and the pagination all within the parentheses. For example, for his argument against using an insanity plea as defense, Nasir gives this evidence:

> Elder statesman Karl Menninger, MD, believes that psychiatrists don't belong in the courtroom, for "it is not our proper sphere of action" (Goldsmith, "Testimony" 186).... The United States Supreme Court has made a landmark decision allowing psychiatrists to testify in court, even if their opinion is founded on hypothetical evidence and they never even meet the defendant (Goldsmith, "Dilemmas" 185).

> Notice: three dots (...), called *ellipses*, show that part of the original text has been deleted; the fourth dot shows that the break came at the end of a sentence.

4) **Work with two or three Authors:** If there are no more than three contributing authors and if you haven't mentioned the names of all of them in your text, give their last names within the parenthesis. For instance, in making her argument that reality is behind the seeming fantasy of Gabriel Garcia Marquez's *One Hundred Years of Solitude*, Helga says:

> The author keeps his position as a narrator of real events through his characters without improper introduction, clarification or explanation of each fact. The result is magic because it presents an "ultra-reality" (Sambrano and Miliani 263).

Note: If the work you cite has more than three authors, cite the first author and add *et al.* (In Latin, this means "and others"). In her paper describing the destructive force of acid rain, Julie says,

> In a later experiment ... soybeans and pinto beans were exposed to acid rain of pH 5.7, 3.1, 2.9, 2.7, and 2.5 which is very acidic. Simulated acid rain of pH 3.1 and below resulted in a decrease of the dry mass of seeds, leaves, and stems of the beans (Shriner et al. 299).

5) **Encyclopedia:** In her paper, "U.S. Synthetic Fuels Corporation: A Failure Through Top Management, Sharon says,

> Kurt Jakobsen, member of the U.S. Environmental Protection Agency, asserts that our nation consumed almost 170,000 barrels-a-day of oil in 1983 - quite a significant figure to consider when 500,000 American oil wells only pump out 19 barrels-per-day ("Oil" 679).

Since Sharon cites the author of this article which appears in the *Encyclopedia Americana*, she gives the title of the article in the parentheses. If neither the author nor the title is given in the original material, cite the name of the encyclopedia.

6) **Governmental author:** if you have not mentioned the governmental agency name in your text, use a shortened version of it within the citation parenthesis: In his paper arguing against American intervention in Central America, John declares,

> In order to justify American intervention, Reagan and his allies have tried to portray the guerrillas to be Soviet pawns. They've insisted that the Salvadoran rebels want to create "a communist regime with no popular support" (State 1).

(State 1) refers to the Department of State and to the page number.

7) **Periodical:** Cite author and page number. If, as is often the case with popular newspapers and magazines, there is no author listed, give the source by article title; if that is missing, use the name of the magazine or newspaper. If you use more than one issue of that publication, make it clear which one you are citing In her argument against deprogramming cult members, Pat cites this evidence to support her opinion.

> Researcher R. Raskin reports that Stephanie Riethmiller's parents hired Ted Patrick for $8,000 to deprogram her. "Stephanie was maced, thrown into a van, and driven to a house in Alabama where she was physically restrained and verbally and sexually abused for seven days before being rescued by police investigators" (*Ms.* 19).

Because Sharon cites Raskin from only one issue of *Ms*, you could find the complete documentation for the article by looking in the "Works Cited" under Raskin.

8) **Play with act, scene, and line numbers:** Use Arabic numerals divided by periods. For instance, to cite Portia's speech in Act V, Scene 1, lines 98-99 in Shakespeare's *The Merchant of Venice*, you would write,

> How far that little candle throws his beams!
> So shines a good deed in a naughty world. (*Merchant of Venice* 5.1.98-99).

9) **Poem:** Use "line" or "lines" followed by the specific place in the poem that you are citing when you mention the name of the poem in the text.

> Wallace Stevens' poem, "The Sense of the Sleight-of-Hand Man," shows a celebration of life: "One's grand flights, one's Sunday baths,/One's tootings at the wedding of the soul/Occur as they occur. So bluish clouds/Occurred above the empty house and the leaves/Of the rhododendrons rattled their gold" (lines 1-5).

Once it is obvious that you are citing lines from a particular poem, you can omit the "line" and just give the numbers.

10) **Bible:** Use book, chapter, and verse in the parentheses following the quotation. Shlomo's term paper, "Babylonian Influence on the Genesis Creation Myth" opens in this way:

> "In the beginning, God created the heavens and the earth" (Genesis 1.1). This line begins the famous story of creation which has been considered by both Judaism and Christianity to be the original and true explanation of the creation of the universe and man.

11) **Quotations set off from the text:** For a quotation that will be longer than four typed lines in your paper, indent 10 spaces from the left-hand margin, omit the quotation marks (the indention indicates that the material is quoted), and put the citation after the final period. For example in his paper against trusting Russia with arms control, Sanjay quotes from Michael Scully's interview with Secretary of State Alex Haig in the *National Review:*

> After considering many factors and researching many suspicions, Haig said, "We now have evidence from Southeast Asia which has been analyzed and found to contain abnormally high levels of three potent mycotoxins - poisonous substances not indigenous to the region and which are highly toxic to man and animal." (NR 684)

Note: For indented quotations, the final period comes after the direct quotation; no period is used after the citation parenthesis. Here the quotation marks indicate that Sanjay's source was using a direct quotation. For your term papers, you will indent ten spaces from the left margin and double-space the text.

12) **Explanatory Asides:** use a numbered note. In enumerating the effects of acid rain, Julie states,

> The Environmental Protection Agency has done many tests of the effects of a simulated acid rain on vegetation. One such experiment with tomato plants sprayed with acidic solutions resulted in a decrease in pollen germination and pollen tube growth; from this decrease the tomato plants produced lower quantities and quality of fruit (*Acid* 21).1

The numbered explanatory aside is listed on the separate "Note" page which follows the text. (See the section in Chapter 8 on format). Julie gives this extra information:

1 The EPA also tested plots of Timothy grass with sulfuric acid and the grass eventually died (*Acid* 21).

13) **Punctuating parenthetical citations:** Put one space after the material cited, then begin the parenthesis. Note: there should be *no* punctuation mark of any kind, except for a closing quotation mark, between the material cited and the beginning of the parenthesis.

> In his paper on life on other planets, Michael quotes Dr. Roger A. MacGowan, who says, "It is perfectly conceivable that they [DNA Molecules] may exist ... on other planets in the solar system or elsewhere" (239).

Use the parenthetical citation at the end of the material cited - even if it is not the end of the sentence. If you want to add or clarify information within a direct quotation, set off your addition with brackets: [ ].

> In his speech on the declaration of martial law, Marcos repeatedly stated that martial law was not going to be a "military takeover of civil government functions" (*State* 1), but it would serve only to restore peace and order and would supress the rapidly increasing violent activities of the anti-government organizations.

Use commas within the parenthetical citation only to separate the author's name from the title of the work (Kamm, "Dynasty" 14-17) or to show that the citation comes from several nonconsecutive pages (Aquino 160, 231).

Be precise!

Guidelines for Works Cited

In order to give credit to your sources and to allow others to see the complete documentation, you include an alphabetical list of all the works you have used at the end of your research paper. This listing is called "Works Cited."

1) **Book with one author:**

Asimov, Isaac. *Extraterrestrial Civilizations.* New York: Crown Publishers, Inc.. 1979.

Note: When you type your papers, underline titles; for this manual, our printer uses italics.

The order for the documentation is to give the author's last name, followed by a comma, then the first name, and then a period. Another period follows the full title of the work. Next give the place of publication, use a colon, then the publisher's name, a comma, the date of publication, and a final period. Notice that the citation begins at the left-hand margin, following lines are indented five space.

2) **Book with two or three authors:** Give the names of the authors in the order in which they are listed on the title page; list the first author's last name first; the order of the others aren't inverted:

Press, Frank, and Raymond Siever. *Earth.* 3rd ed. San Francisco: W.H. Freeman and Company, 1982.

3) **Book with more than three authors:** You may use the abbreviation et al. ("and others") after the first author instead of writing out all the other names.

Zohman, R. Lenore, M.D., et al. *The Cardiologist' Guide to Fitness and Health Through Exercise.* New York: Simon and Schuster, 1979.

4) **More than one publication by the same author:** Arrange the articles or books in alphabetical order by title; after the first complete citation, use ten hyphens from the left-hand margin to indicate the same author.

Goldsmith, Marcia F. "Expert Witnesses Examined on Dealing with Ethical Dilemmas." *Journal of The American Medical Association.* 252, 13 July 1984: 185-186.

[Here the volume number is noted (252)].

----------. "Psychiatric Testimony: What Are Its Limits?" *Washington Post.* 17 June 1982: A, 18, col. 2.

5) **Book with a governmental author:**

Department of State Bulletin. Volume 81, Number 2048, Washington, 1981: 1-4.

6) **Publication by an agency:**

A List of Endangered Species. Washington: United States Environmental Protection Agency, 1980.

7) **Encyclopedia:**

Jakobsen, Kurt. "Petroleum: Two Major Oil Fields of the World." *Encyclopedia Americana.* 1983 ed.

For such familiar reference works as encyclopedias, full publication information is not required.

8) **Daily newspaper:**

Hershey, Robert D. Jr. "Synthetic Fuels Corporation is at the Crossroads." *The New York Times* 23 Nov. 1983: D1, 11, col. 3&4.

Note: After the year, give the section number, the page number, and then the column number.

If the newspaper's name is not a part of its title, the city's name should be given in brackets after the title.

9) **Weekly magazine or newspaper:**

"Absence, Not Age, Matters." *The Nation.* 18 Oct. 1984: 369, col. 1.

Notice: If the article you are citing is not signed, list it alphabetically by the first important word in the title ("the," "a," and "an" are discounted).

"The Doubt Cast on 'Brainwashing' by Cults." *Los Angeles Times.* 19 Nov. 1983: 12, col. 1.

This title would be listed alphabetically under *Doubt.*

10) **Monthly magazine:**

Christie, John. "The First Steps Forward." *Aramco World Magazine.* Jan./Feb. 1984: 26-27.

11) **Editorial:**

Broder, David. "Nervy Ferraro vs. a Gentle Bush." Editorial. *Chicago Tribune.* 5 Oct. 1984: 23, cols. 1-2.

If unsigned -

"Crime, ethics and the election." Editorial. *Chicago Tribune.* 5 Oct. 1984: 22, cols. 1-2.

12) **Interview:**

- a personal interview -

Lee, Dr. Bernard S., manager of the Institute of Gas Technology, Chicago, Il. Personal interview. 30 July 1984.

- a telephone interview -

Heidel, Alexander, a member of the research staff of the Oriental Institute at the University of Chicago. Telephone interview. 21 July 1984.

13) **Testimony:**

Cohen, William S. Testimony before the Subcommittee on the Oversight of the Management of the U.S. Synthetic Fuels Corporation. Committee on Governmental Affairs. Senate, 20 Sept. 1983.

14) **Lecture or paper given publically:**

Gillam-Scott, Alice. "Returning Adult Students." University of Illinois at Chicago, Chicago, IL, 17 Sept. 1984.

15) **Radio or T.V. show:**

"Chicago Cubs vs. San Diego Padres: National League Playoffs - Game Four." ABC, Chicago, IL, Ch. 7, 6 Oct. 1984.

16) **Play:**

Shakespeare, William. *The Merchant of Venice.* Baltimore: Penguin, 1960.

17) **Citing an original source within another source:** Try to find the original source to make sure the information was cited accurately. Often by going to the original source, you will also gain more evidence for your argument. Sometimes, however, you'll be unable to obtain the original document. In that case, you must give as much of the bibliographical information as possible from the original plus the documentation from your source.

Abueva, Jose Veloso. "Ideology and Practice in the 'New Society'" as cited in David A. Rosenberg. *Marcos and Martial Law in the Philippines.* Ithaca, New York: Cornell University Press, 1979.

18) **Micropublications**

For books or periodicals that have been photographically reproduced, give their documentation information in its original form. It's usually unnecessary to refer to a microfilm as such in your "Works Cited."

Remember in "Works Cited," your reader will be able to find the complete documentation of the sources you have used.

ENDNOTE MLA FORM

Some instructors prefer the endnote MLA style, which separates notes from the text itself. Under this system, notes are indicated by slightly elevated numerals (superscript) throughout the text with full documentation given either in footnotes or endnotes. In this way the flow of text is not interrupted. Footnotes, not surprisingly, appear at the bottom of the page and are numbered for that page only. End notes are a complete list on one or more pages of all the sources used throughout the paper, and are numbered consecutively. The list should be typed under the title Notes (Do not underline) and placed right after the text of your final paper, before the bibliography page(s).

The bibliography is alphabetized by author's last name and gives the full title, including any subtitle, of each work, the place, publisher, and date of publication. Most college instructors require that you list only the sources you actually used in your paper; you are not permitted to include sources you read for general information but did not cite specifically with notation in your essay. The alphabetical order of the bibliography enables you (and other researchers) to skim bibliographies rapidly. If you are looking for works by an author whose last name begins with "C", you need to glance only at the first section of a bibliography to see if that writer's name is included. If not, you can move on. It sounds like an insignificant amount of time saved, but after you have done a few research papers, you appreciate every precious minute.

Once in a while a student who appreciates saving time attempts to combine the notes and bibliography into one list. It won't work. And it is a sure way of lowering your grade. Even though the notes and bibliography contain much—not all— of the same information, they are arranged differently and serve different purposes. The bibliography shows the reader the breadth of your research, and the notes support your argument with specific citations.

The task of organizing and typing your notes and bibliography requires quite a bit of time, so it is not wise to put it off until the night before the paper is due. A good time to do it is when you write your first or second draft. At this point, you have a good idea of the order in which you will use your sources. You may have to change some of the note numbers as you write later drafts, and you may add to your bibliography, even at this point, but a substantial part of your work is done. If you take the trouble to look up the proper form for each of your sources and make a rough draft of both Notes and Bibliography (alphabetizing the latter by author's name), you won't have to do much more than copy them when you write your final draft. Yes, using the correct abbreviations, having the commas and periods in the proper places, etc. do count!

Most notes consist of the author's name, the title of the work, the publication information (place, publisher and date) in parentheses, and the page number. Other items that must sometimes be added to your notes are included in the list below. Items are listed in the order they should appear. You won't use all ten items in a single note, of course.

1) Name(s) of author(s)
2) Title of chapter, essay, poem, or other part of book cited
3) Title of work
4) Name(s) of editors, translators, and compilers
5) Edition
6) Series
7) Number of volumes in work
8) Place of publication, publisher, and date
9) Volume number
10) Page number(s)

Here are examples of the note forms you will ordinarily be using in your papers, followed by a bibliographical list of the same works.

A Book with One Author

Isaac Asimov, *Extraterrestrial Civilizations* (New York: Crown Publishers, Inc., 1979), p. 40.

A Book with Two or Three Authors

Frank Press and Raymond Siever, *Earth* (San Francisco: W.H. Freeman and Co., 1982), p. 83.

A Book with More than Three Authors

Nancy R. Comley, et al., *Readings Across the Disciplines* (New York: St. Martin's Press, 1984), p. 9.

An Anonymous Book

Go Ask Alice (Englewood Cliffs, N.J.: Prentice-Hall, 1971), p. 79.

Notice that you do not add *anon.* or *anonymous* to the citation.

A Book with an Editor

W.H. Auden, *Selected Poems*, ed. Edward Mendelson (New York: Vintage Books, 1979), p. 129.

If the editor's comments are the reason you are citing the work, place the editor's name first and put the author's name after the title:

James Strachey, trans. ed., *The Ego and The Id* by Sigmund Freud (New York: Norton, 1961), p. 2.

A Work with a Translator

Paul Bekker, *Richard Wagner. His Life in His Work*, trans. M.M. Bozman (New York: W.W. Norton, 1931), p. 158.

A Single Work Published in More Than One Volume

Hyder Edward Rollins, ed., *The Letters of John Keats* (Cambridge: Harvard Univ., 1958), I, 370.

Notice that the Roman numeral I indicates the volume number, but you do not add *Vol.* or *Volume Number.*

A Volume with an Individual Title in Addition to the Title of the Complete Work

Churchill, Sir Winston Leonard Spencer, *The Birth of Britain*, Vol. I of *A History of the English-Speaking Peoples* (New York: Dodd, Mead, 1956), p. 57.

When each volume has a different title, you use the abbreviations for volume and page.

A Work in a Series

Donald H. Reiman, *Shelley's "The Triumph of Life": A Critical Study*, Illinois Studies in Lang. and Lit., no. 55 (Urbana: Univ. of Illinois Press, 1965), 34.

Part of a Collection

Aileen Ward, "Endymion," in *Critics on Keats: Readings in Literary Criticism*, ed. Judith O'Neill (1968; rpt.; Coral Gables, Fla.: Univ. of Miami Press, 1972), p. 46.

Reprint

When citing a reprint, give the original date of publication, followed by a semicolon and then the place and date of the reprint. (See note above in addition to the note following.)

James Joyce, *A Portrait of the Artist as a Young Man*, ed. Chester G. Anderson (1964; rpt. New York: Penguin Books, 1980), p. 451.

Edition

If the number of the edition is included in the publication information, it must be included in your citation. Place this infomation after the book title:

Sheridan Baker *The Essayist*, 2nd ed. (New York: Thomas Y. Crowell Co., 1972), p. 332.

Pamphlets

Pamphlets are frequently anonymous and often missing publishing information. Use the abbreviation "n.p." to indicate "no place of publication" and/or "no publisher." Use "n.d." if no date of publication is given, and "n.pag." if no pagination is shown.

Tax Exempt Municipal Bond Guide for the Individual Investor in the 1980's (Washington, D.C.: n.p.), 1983, p. 5.

A Publication by a Government Agency

Department of State Bulletin. (Washington, D,C.: n.p., 1981), 81, 3.

Many government publications are published by the Government Printing Office in Washington, D.C. The abbreviation GPO after the colon gives the reader this information.

PERIODICALS

Newspaper Article, Signed

Stephen Grover, "West German Intervention Weakens Dollar," *The Wall Street Journal* 27 Sept. 1984: 27, col. 1.

If the article is an editorial, insert "editorial" between the headline and the name of the newspaper.

Newspaper Article, Unsigned

"Irish Halt IRA Arms From U.S.," *Chicago Tribune* 30 Sept. 1984: Sec.1, 3, col. 1.

Article in a Weekly Magazine

"More Madness in Bloody Beirut," *Newsweek* 1 Oct. 1984: 18-21.7

Article in a Monthly Magazine

Brenda Shapiro, "The Second-House Escape," *Chicago* Aug. 1984: 148.

Article in a Journal with Continuous Pagination (Yearly)

Benjamin D. Wright and Graham A. Douglas, "Conditional Versus Unconditional Procedures for Sample-Free Item Analysis," Educational and Psychological Measurement, 37, 3, Autumn 1977, p. 574.

Article in a Journal with Issues Paged Independently

Eleanor Nishiura, Charles F. Whitten and Dorothy Jenkins, "Screening for Psychosocial Problems in Health Settings," *Health and Social Work*, 5, No. 3 (Aug. 1980), p. 25.

Article in a Journal with Issue Numbers Only

Carey Blyton, "Sondheim's 'Sweeney Todd'— The Case For the Defense," *Tempo*, No. 149 (June, 1984), p.20.

NON-PRINT SOURCES

Personal Interviews

Personal interview with John Doe, 16 Sept. 1983.

Telephone interview with Mary Jones, Director of Nursing, Mt. Carmel Hospital, 8 Feb. 1984.

Note: If, in your text, you have identified the person interviewed (head of agency, expert in the field, eyewitness, etc.), you need not repeat the information in the note.

Lecture

Surinder N. Bhaskar, "Periodontal Therapy—Current Concepts for General Practice," Seattle, Summer Dental Classic, 3 Aug. 1984.

Radio or Television Program

"Time and Light," narr. David McCullough, *Smithsonian World*, WTTW, Chicago, Ch. 11, 8 Oct. 1984.

Film

George Roy Hill, dir., *The Little Drummer Girl*, with Diane Keaton, Warner Brothers, 1984.

SUBSEQUENT REFERENCES

Once you have given the full citation for a source, you need not repeat all the information when you refer to the source again in the same paper. The author's name and the page number are usually enough.

First Reference

Charles Dickens, *Bleak House* (1853; rpt. New York:The Heritage Press, 1942), p. 215.

Subsequent Reference

Dickens, p, 303.

If you cite more than one work by the same author, include a shortened form of the title in all references after the first citation. For instance, if you are using Dickens' *A Tale of Two Cities* in addition to *Bleak House*, your subsequent citations could look like this:

Dickens, *Cities*, p. 39.

Dickens, *Bleak*, p. 108.

If you use *consecutive* citations of separate works by the same author, omit the author's name and use ten hyphens bfore the title of the work. The same rule applies when you are citing two authors with the same last name. Avoid confusion by including a shortened form of the title in all references after the first one.

BIBLIOGRAPHY

A Book with One Author

Asimov, Isaac. *Extraterrestrial Civilizations.* New York: Crown Publishers, 1979.

A Book with Two or Three Authors

Press, Frank and Raymond Siever. *Earth.* San Francisco: W.H. Freeman and Co., 1982.

A Book with Three or More Authors

Comley, Nancy R. et al. *Readings Across the Disciplines.* New York: St. Martin's Press, 1984.

An Anonymous Book

Go Ask Alice. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

A Book with an Editor

Auden, W.H. *Selected Poems.* Ed. Edward Mendelson. New York: Vintage Books, 1979.

When the editor's comments are the chief reason for citing the book, reverse the order of author and editor in the citation:

Strachey, James, trans. ed. *The Ego and the Id.* By Sigmund Freud. New York: Norton, 1961.

A Work with a Translator

Bekker, Paul. *Richard Wagner: His Life in His Work.* Trans. M.M. Bozman. New York: W.W. Norton, 1931.

A Single Work Published in More than One Volume

Rollins, Hyder Edward, ed. *The Letters of John Keats.* Cambridge: Harvard Univ., 1958. Vol. I.

A Volume with a Title in Addition to the Title of the Complete Work

Churchill, Sir Winston Leonard Spencer. *The Birth of Britain.* Vol. I of *A History of the English-Speaking Peoples.* New York: Dodd, Mead, 1956.

A Work in a Series

Reiman, Donald H. *Shelley's "The Triumph of Life": A Critical Study.* Illinois Studies in Language and Literature, no. 55. Urbana: University of Illinois Press, 1965.

Part of a Collection

Ward, Aileen. "Endymion." In *Critics on Keats: Readings in Literary Criticism.* Ed. Judith O'Neill. 1968; rpt. Coral Gables, Fla.: Univ. of Miami Press, 1972.

Reprint

Joyce, James. *A Portrait of the Artist as a Young Man.* Ed. Chester G. Anderson. 1964; rpt. New York: Penguin Books, 1980.

Edition

Baker, Sheridan. *The Essayist.* 2nd ed. New York: Thomas Y. Crowell Co., 1972.

Pamphlet

Tax Exempt Municipal Bond Guide for the Individual Investor in the 1980's. Washington, D.C.: n.p., 1983.

A Publication by a Government Agency

Department of State Bulletin. Washington, D.C.: n.p., 1981.

PERIODICALS

Newspaper Article, Signed

Grover, Stephen. "West German Intervention Weakens Dollar." *Wall Street Journal* 27 Sept. 1984, p. 27, col. 1.

Newspaper Article, Unsigned

"Irish Halt Arms From U.S." *Chicago Tribune* 30 Sept. 1984: Sec. 1, p. 3, col. 1.

Article in a Weekly Magazine

"More Madness in Bloody Beirut." *Newsweek*, 1 Oct. 1984, pp. 18-21.

Article in a Monthly Magazine

Shapiro, Brenda. "The Second-House Escape," *Chicago*, Aug. 1984, p. 148.

Article in Journal with Continuous Pagination (Yearly)

Wright, Benjamin D., et al. "Conditional Versus Unconditional Procedures for Sample-Free Item Analysis." *Educational and Psychological Measurement* 37, 3, (Autumn 1977), 573-586.

Article in Journal with Issues Paged Independently

Nishiura, Eleanor, et al. "Screening for Psychosocial Problems in Health Settings." *Health and Social Work*, 5, No. 3 (Aug 1980), 22-28.

Article in Journal with Issue Numbers Only

Blyton, Carey. "Sondheim's 'Sweeney Todd'—The Case For the Defence." *Tempo* 149 (June, 1984): 19-26.

Personal Interview

Doe, John. Personal interview. 16 Sept. 1983.

Telephone Interview

Jones, Mary. Director of Nursing, Mt. Carmel Hospital. Telephone interview. 8 Feb. 1984.

Lecture

Bhaskar, Surinder N. "Periodontal Therapy—Current Concepts For General Practice." Seattle Summer Dental Classic. 3 Aug. 1984.

Radio or Television Program

"Time and Light." Narr. David McCullough. *Smithsonian World.* WTTW, Chicago, Ch. 11, 8 Oct. 1984.

Film

Hill, George Roy, dir. *The Little Drummer Girl.* With Diane Keaton. Warner Brothers, 1984.

CHAPTER 10

SAMPLE PAPERS

The sample research papers that follow include title pages, outlines, complete texts of the papers, and documentation pages. The first paper, Roy Quinones' "The Never-ending Marcos Regime," illustrates the new parenthetical MLA style; the second paper, Michael Rueth's "A Lively Universe," shows the traditional endnote MLA style.

Although these sample papers demonstrate much of the advice offered in this manual, no paper can incorporate all the choices you will have to make as you write your own research papers. If you have questions that are not answered by reading the sample papers, refer to the information presented in preceeding chapters or consult with your instructor.

The Never-ending Marcos Regime

Submitted by Roy Quinones

To Ms. Renee Riley

English Composition 102

Section C2

August 14, 1984

Outline

The Never-ending Marcos Regime

Thesis: Martial law was a failure politically and economically in the Philippines.

I. Life under martial law
    A. The Philippine economy
    B. The political system
II. The end of martial law
    A. The Philippine economy after martial law
    B. Philippine politics
III. Critics evaluate the failures of martial law

Conclusion

The Never-ending Marcos Regime

The Philippines was placed under martial law on September 21, 1972. President Ferdinand Edrlin Marcos, on his second term, believed that martial law was the only solution to the rapidly atrophying society and, therefore, he "imposed martial law and assumed dictatorial power" (Lande 1147). "Peace and order, land reform, labor reform, educational reform, economic reform, social services, and political reforms and government reorganization" (Marcos 192) were the things that Marcos asserted martial law would bring to the Philippines. These promises were too good to be true. In the later years of martial law, the Philippine economic and political systems experienced disastrous changes. In short, martial law in the Philippines was a failure economically and politically.

In his speech on the declaration of martial law, Marcos repeatedly stated that martial law was not going to be a "military takeover of civil government functions" (Rosenberg 219), but it would only serve to restore peace and order and would suppress the rapidly increasing violent activities of the anti-government organizations. Indeed, the Marcos regime did restore peace and order by first confiscating privately owned firearms and disbanding the private armies of local politicians (Lande 1153). Those who refused to surrender their firearms were arrested and detained in military camps for further interrogation. So street crimes and violence during marital law did dramatically decrease.

However, martial law also gave the military officials and the local police the right to exercise their power to the fullest in order to have peace and order in the Philippines. One of their methods was by torturing most, if not all, of the political detainees. For example, a friend once told me about his former classmate at the University of the Philippines who was arrested for being an activist. He was detained at Camp Crame, the biggest military detention camp in the Philippines, and for six months he experienced the most excruciating time of his life. There were days when he was not given proper nourishment, and there was even a time when the military officals gave him electric shocks to punish him for not submitting to their perverted sexual desires (Carrero). Another incident of the abuse of power by the military was when a 13 year old boy "was forced to watch while his father's head was sawed off and kicked like a football"(Peerman 1037).

Some 70,000 people were detained during martial law. Although Marcos could point to fewer street crimes during martial law, politically he was alienating many people. For the detainees were mainly educated professionals and college students. Among the political detainees, former Senator Benigno Aquino, Jr., the most prominent member of the United Democratic Opposition, was considered the biggest threat to Mr. Marcos.

> Acquino [sic], among other (journalists, businessmen, and professors as well as politicians), was jailed in September, 1972, and 11 months later, in August, 1973, the Marcos government announced that Acquino [Aquino] would be tried for subversion and murder ... Whether or not the charges were true, they [the Marcos regime] very

> conveniently eliminated an extremely popular political figure and the leader most likely to have succeeded Marcos. (Butwell 218)

Later in the same year Mr. Aquino would have been executed, but his political power was so strong, unlike others who fell to the Marcos henchmen, that he was allowed to come to the United States. When he arrived for heart surgery in 1980, his presence in the U.S. created an international controversy. Marcos asserted that Aquino must return to the Philippines upon his recovery because Aquino was still a political prisoner. Aquino, however, outsmarted Marcos by putting himself into exile and continuing his anti-Marcos political activities here. However, the thought of seeing his people suffer from the treacherous Marcos regime left him no other alternative but to return. Aquino went back on August 22, 1983, and seconds after taking his first few steps down the China Airlines plane at the Manila International Airport, he was assassinated.

Marcos' main political rival was out of the way. Although Marcos has not been linked directly to the killing, he is suspected. Aquino's murder is another incident showing the political failure of martial law.

Today, Filipinos consider Aquino a national hero: a man with high hopes and ideals for the betterment of his country. He wanted the restoration of democracy and the freedom to exercise human rights. He was the hope, if not the only hope, of many Filipinos, and he could have easily dethroned Marcos if truly free elections had been held.

Other evidence showing that martial law was a political failure involves people in the Marcos government. For example, Mr.

Primitivo Mijares, former Marcos' press censor, came to the U.S. to expose the illegal activities of the Marcos regime; Marcos tried to prevent an international scandal by bribing Mr. Mijares with $50,000, but it didn't work. A few months later, Mijares mysteriously disappeared and was never heard from again. After his disappearance, his 15 year old son, Luis Manuel, was found slain.

Another indication that martial law did not promote political stability is the growth of the New People's Army (NPA), which is known for its bloody encounters with the military. Moreover, the "disbanding of the private armies" (Lande 1153) was implausible in the southern part of the Philippines. For many years, the predominantly Muslim region of the Philippines had been fighting for autonomy. This led to many battles between the Moro National Liberation Front (MNLF), a Muslin anti-Marcos organization, and the military. Like the NPA, the MNLF has not yet won the struggle against the Marcos regime, but each new atrocity helps fuel the political instability of the Philippines.

Historian Robert O. Tilman asserts, "With each passing year, the novelty of martial-law rule dims, the overly optimistic hopes of the democratic revolution fade, and the most basic, formidable and apparently insoluble problems of the Philippines doggedly persist" (201). Thus it is apparent that political stability under Marcos' policy of martial law has failed. Not only is there a political failure, but an economic failure as well.

To begin with, Marcos ordered the shutdown of many factories and companies whose owners were against him when martial law was proclaimed. Consequently, thousands of Filipinos who were living on the poverty line and who depended on the factories for their daily subsistence became unemployed and suffered; malnutrition began to escalate. Returning to the Philippines after thirty years, Mr. Robert C. Aldridge, a World Was II veteran, eloquently described the socio-economic situation in the Philippines in 1976.

> Of the 12.5 million labor force, 1 million are unemployed. Inflation exceeds 20 percent a year. Youth unemployment is extremely high; college graduates consider themselves fortunate to find a job as houseboy or barman at a tourist hotel. Young children dodge about in rush-hour traffic to sell a few newspapers. Joblessness, overcrowded housing and malnutrition have created a hopelessness among young people. Accidents, suicides and violence account for one out of four deaths in the 15-to-24 age bracket.... Filipino children['s arms] are bony, their bellies distended.... Of Manila's 4.5 million inhabitants, one out of every five is a squatter - a ratio typical of every major Philippine city. The squatters live in shanties built wherever there is a vacant spot. (733)

Moreover, statistics showed that in 1979 the Philippine foreign debt stood at roughly $12 billion; a World Bank estimate showed that the current $2.5 to $2.6 billion a year of foreign borrowing will rise to as much as $4.5 billion a year by 1985 (Aquino 160). Per capita income in the Philippines was $450 in 1982, which was much lower than in Taiwan ($1,180) and even lower than in Papua New Guinea ($480); the annual gross domestic product growth rate averaged 6.7% for the 1972-1978 period but progressively declined to 4.7% in 1980 (Aquino 160).

Furthermore, how can Marcos claim that economic growth was one of the major achievements of martial law when a survey in 1979 showed that 90% of the people were unhappy about the short supply of prime commodities, 90% complained about high prices and 93% worried about low salaries and wages (Abueva 62-63). Before, during, and after martial law the "country's wealth [continued being] concentrated in the hands of a few hundred families" (Kamm 14-17). Marcos' was one of them.

On January 17, 1981, martial law was finally ended. Robert L. Youngblood, a scholar of the Philippine situation under martial law, asserts,

> Without palpable improvements in the standard of living of the poor, Marcos' political heavy-handedness may come back to haunt him as the moderate opposition is driven more tightly into the embrace of the radicals. Marcos knows what the political stakes are, but his bets have yet to pay off in real social stability and economic prosperity. (233-234)

Thus, Marcos' promises of reforms that would take place in the Philippines under martial law did not happen. Instead, he abused his power and the Filipino people ended up dissatisfied; many became victims to the corrupt Marcos regime. It is clearly discernible that martial law in the Philippines was a failure both economically and politically.

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A Lively Universe

Submitted by Michael J. Rueth

To Elizabeth Stolarek

Composition 102

Section 03

August 9, 1984

A Lively Universe

I. UFO Sightings

  A. Adamski

  B. Other sightings

II. Creation of life in the solar system

  A. Chemical-condensation-sequence model

  B. DNA

  C. Appearance of extraterrestrial life

III. Argument against exterrestrial life (rebuttal)

IV. Argument for exterrestrial life

  A. Existence of life on earth

  B. Size of the universe

On November 20, 1952, George Adamski, a sixty-one year-old California man, met a Venusian, or so he claimed. Adamski, who is now deceased, claimed that while in the desert of Arizona he was contacted by a short, intelligent-looking man with long blond hair who said that he was from the planet Venus. Apparently the Venusians were concerned with man's use of atomic weapons, which they considered threatening. Now ordinarily, Adamski would have been dismissed as an oddball or kook, but he was saved from this fate by the corroborating testimony of six other witnesses. Although the witnesses were some distance away from Adamski and could not hear the alleged conversation between Adamski and the alien, they all agree that the meeting did take place and that the alien did depart in what they called a "Flying Saucer Scout Ship."[1] National Aeronautics and Space Administration probes have since provided us with information about Venus which makes Mr. Adamski's story less credible now than it was thirty-two years ago.

While this incident may not have stood the test of time, there have been many others which have gone unexplained. Sightings of unidentified flying objects (UFOs) have become almost common, though it is true that most can be explained by reasons other than extraterrestrial spacecraft. In fact, a Gallup poll conducted in 1976 revealed that at least five million Americans believed that they had actually seen an unidentified flying object.[2] Not all of these people are to be considered mentally unbalanced. While governor of Georgia, former president Jimmy Carter had reported seeing a UFO.[3] Despite the incredible number of sightings, there has yet to be any officially documented contact with extraterrestrial beings, although many UFO sighting groups maintain that our government (the United States Air Force in particular) is withholding evidence which would prove the existence of life outside our planet. While this may or may not be true, it presses upon us a question which is one of the most intriguing and, perhaps, important of our time. Are we alone in the universe? No one knows for certain, but it appears very likely that we are not. Because of what we have learned about the creation of our planet and our solar system, and how life originated in it, we can reasonably expect that the same life-creating events have occurred elsewhere in the universe.

One crucial aspect in attempting to determine if life exists outside our planet is examining how solar systems are formed. As of yet there is no universally accepted theory for the creation of our solar system. One recent theory, however, has been gaining rapid credibility in the scientific community. It is called the "chemical-condensation-sequence" model. This theory states that the solar system formed when an extremely hot gaseous cloud began to cool rapidly. Because of the coolings, several "planetesimals" condensed out of the disk-shaped cloud. By the force of gravity, these planetesimals began to attract smaller clumps of matter, eventually creating planets and orbiting the sun.[4] To maintain life, it is not enough for the planet to simply form; the planet must lie within its sun's ecosphere. This means that the planet must be close enough to the sun so that it does not freeze, and far enough away from the sun so it does not become too hot.[5] Now we shall take a look at how life may begin on a barren planet.

As is the case with the creation of our solar system, there is no general consensus on how life began on Earth. The theory that is most commonly accepted states that hot, soup-like mixtures containing oxygen, hydrogen, nitrogen and carbon (elements which are abundant throughout the universe) combined to create primitive organic compounds. Biologist J. B. S. Haldane explains:

> When ultra-violet light acts on a mixture of water, carbon dioxide, and ammonia, a vast variety of organic substances are made, including sugars and apparently some of the materials from which proteins are built up.[6]

Proteins, as the essential ingredients of deoxyribonucleic acid (DNA), are the building blocks of life. Given the proper conditions, can these compounds be created on other planets? Dr. Roger A. MacGowan, a scientist employed by the United States Army, thinks they can, saying, "It is perfectly conceivable that they [DNA molecules] may exist...on other planets in the solar system or elsewhere."[7]

If we assume that life can be created on planets spread about the universe, an interesting question arises. Would these simple molecules become more and more complex, evolving into intelligent organisms? And if they did, would they resemble humans? Whether or not DNA molecules would evolve into complicated creatures is open to speculation. But because this event has occurred on Earth, it is reasonable to suspect that the same event would occur, or has occurred, somewhere else in the universe. However, to expect that these organisms would evolve to resemble human beings is unreasonable. For an organism to be constructed similar to a human being, it would have to follow the exact same evolutionary steps as man. The chances of this happening are astronomical.[8] If these beings do not come to resemble man, what would they look like? Dr. C. Owen Lovejoy of Kent State University in Ohio states that to speculate on this matter is ridiculous. According to Dr. Lovejoy:

> Our knowledge is necessarily restricted to empirical experience and our capacity to imagine. What is known or imagined can be discussed and considered; what is not imagined is obviously beyond discussion.[9]

Of course, many science-fiction writers have ignored Dr. Lovejoy. Together, they have produced countless predictions of what our galactical neighbors may look like, and for all practical purposes, no one can tell them they are wrong.

All of the speculation on the appearance of extraterrestrial beings, and in fact, the very idea that a large portion of the populace accepts such writings as semi-fact, has made some scientists uneasy. In their book, Extraterrestrials--Where Are They?, Michael H. Hart and Ben Zuckerman of the National Aeronautics and Space Administration closely evaluate the available evidence in an attempt to determine if intelligent life exists outside the Earth. The main point stressed by Hart and Zuckerman in their argument against the existence of intelligent aliens is that at present there are no extraterrestrials on the Earth. Also, the pair from NASA address some of the physical, sociological and temporal factors that would indicate that man is the sole occupant of the universe, producing some strong arguments.[10] Even UFO enthusiasts are bothered by some questions. Why do the alleged spacecraft sighted over our planet so rarely land? And when they do land, why is it always in a secluded area, far from large groups of people? One amateur astronomist, writer and actor Woody Allen, has offered a possible, though less than plausible, explanation as to why spacecraft have a tendency to hover above us. Allen believes that hovering may be an acceptable form of behavior on other planets. Allen himself claims to have hovered over an eighteen year-old actress for close to six months, while having the time of his life.[11] Serious stargazers, however, do not accept Allen's theory with quite the same vigor as he does. It seems that the questions concerning the behavior of UFOs will just have to remain unanswered for the time being.

Although scientists such as Hart and Zucherman of NASA have produced arguments which gravely reduce any hope for the existence of intelligent life elsewhere in the universe, there are two factors which dramatically increase the chances for extraterrestrial life. The first, and most obvious, is the fact that life already exists on one planet, Earth. Using the Law of Mediocrity, we should think of ourselves as typical, not atypical. The second, and most overwhelming factor, is that the enormous size of the universe makes it almost impossible to believe that the Earth is the only planet which has sprouted life. Even the pessimistic Michael H. Hart admits this fact:

> In an infinite universe, any event which has a finite probability [the creation of life]- no matter how small- of occurring on a single given planet must inevitably occur on some planet. In fact, such an event must occur on an infinite number of planets.[12]

Thus the stage is set for a universe full of life.

We have examined the creative processes of our universe, and have seen that the creation of our planet and the life on it were events that are easily repeatable. Given this, why have we not been formally contacted by other civilizations? Perhaps they are not developed enough or too distant, or perhaps it is that, as said by famed astronomer Carl Sagan:

> We may be like the inhabitants of the valleys of New Guinea who may communicate by runner or drum, but who are ignorant of the vast international radio and cable traffic passing over, around, and through them.[13]

I am convinced that some day, if we keep our eyes to the heavens, we will be rewarded with unbounded fascinations, ushering in a bold, enlightened era in the long history of our universe.

Notes

[1] Roy Stemman, Visitors From Outer Space (New York: Doubleday and Company, 1976), pp. 83-85.

[2] Stemman, p. 112.

[3] Robert Sheaffer, The UFO Verdict: Examining the Evidence (Buffalo, New York: Prometheus Books, 1981), p. 4.

[4] Frank Press and Raymond Siever, Earth, 3rd ed. (San Francisco: W.H. Freeman and Company, 1982), p. 9.

[5] Isaac Asimov, Extraterrestrial Civilizations (New York: Crown Publishers, Inc., 1979), p. 139.

[6] J.B.S. Haldane, "The Origin of Life," The Quest for Extraterrestrial Life: A Book of Readings (Mill Valley, California: University Science Books, 1980), p. 30.

[7] Roger A. MacGowan, Intelligence In the Universe (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p.239.

[8] C. Owen Lovejoy, Life In the Universe (Cambridge, Massachusetts: The MIT Press, 1981), p. 327.

[9] Lovejoy, p. 317.

[10] Michael H. Hart and Ben Zuckerman, Extraterrestrials-Where Are They? (New York: Pergamon Press, 1982), pp. 2-6.

[11] Woody Allen, Side Effects (New York: Random House, 1980), p. 26.

[12] Hart and Zuckerman, pp. 162-163.

[13] Carl Sagan as quoted in Ian Ridpath, Worlds Beyond: A Report On the Search for Life In Space (New York: Harper and Row, Publishers, 1975), p. 13.

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HOW TO WRITE AN "A" PAPER

1) Choose a topic of interest to both yourself and your reader.

2) Make a list of questions that your reader would want answered.

3) Put each question at the top of a separate sheet of paper.

4) Try to jot down the answer to each question.

5) If you can't answer a question, it means -

    a) You need to break it into smaller questions that you can answer,

    and/or

    b) You need to do research. (If you go to the library with specific questions to research, you will save time and energy by staying focused on your topic.)

6) Answer your questions in well-written paragraphs. (This is an important step in earning that *A* grade.)

7) Put the paragraphs in a logical order, one that is pleasing to your reader.

8) Revise and edit, making sure you have smooth transitions, logical points, and enough evidence to support your thesis.

9) Type.

10) Proofread, proofread, proofread!

How to Write an A Paper is adapted from unpublished material by Malachy Walsh.

HINTS FOR SECOND LANGUAGE STUDENTS

For those whose native language is not English, UIC Composition courses offer an extra challenge. Although you've passed the Composition 101 class, and other English composition courses as well, you may still have problems with this complex language. Two areas that seem to give otherwise quite competent English writers trouble are articles and prepositions.

Articles

Articles, you will remember, are the words *a*, *an*, and *the* which precede nouns. Sometimes we use articles and sometimes we don't, but most native speakers can not tell you when to use them except to say, "Use them when it sounds right." However, there are specific rules that apply to articles.

I. *Always use an article with a single countable noun.* Thus you would use an article with - chair, book, teacher, computer, etc. because those are nouns representing a person or thing that is a single item. Whether you choose a definite article (the) or an indefinite article (a, an) depends on what emphasis you give it.

a) The definite article **the** is used to designate a specific or particular person or thing. So if you were to say, "He sat in the chair," you would emphasize a particular chair. Maybe it is the chair where your 10-year-old brother left his gum. Sometimes **the** has a similar meaning as the demonstrative "that" although "that" is usually more emphatic. You might point to the chair and say, "He sat in that chair and it collapsed."

b) The indefinite article **a or an** is used to designate "one." "I sat in a chair and studied until midnight." It doesn't matter what chair you sat in, so you use an indefinite article.

i) Use **a** when the noun that follows begins with a consonant sound: a chair, a book, a teacher, a computer, etc.

ii) Use **an** when the noun that follows begins with a vowel sound: an egg, an orange, but also an hour because hour begins with a silent *h* and we hear the vowel *o*.

Exercise: Put an article in front of the nouns that need them in the following list. Remember, all countable singular nouns require an article. Assume the noun is a general one unless it's noted differently.

_____student; _____umbrella; _____car; _____car (a specific one); _____city; _____Chicago.

(Did you notice the sound of umbrella? Is there more than one Chicago?) There are exceptions to these rules especially for the "u" sound. Although "an umbrella" is correct, we say "a unicorn," "a ukulele," and "a eulogy." But if you follow the rule, you will almost always be correct.

II. *Use Articles with Plural Countable Nouns.* Plural countable nouns refer to more than one person or thing (books, chairs, students, etc.), and the definite article *may* be used with a plural countable noun, but the indefinite article *isn't*. For example, you would write either *books* or *the books*, *students* or *the students*. Using **the** shows, just as with the singular countable nouns, that you're referring to a particular person or thing.

For example: "The students need to go to the library tomorrow" means that a particular group of students will go to the library. If the statement were "Students need to go to the library tomorrow," it would just be a general statement about what students do.

III. *Articles with Uncountable Nouns* - Only definite articles are used with the uncountable nouns which, as the name implies, can't be counted. Mass nouns, a type of uncountable noun, include - sugar, salt, coffee, air, water, etc. (How would you like to count the salt that you just sprinkled on your french fries?) In English we just consider such words as salt as mass nouns. To show that a mass noun is specific, use a definite article (the).

For example: Coffee keeps me awake when I want to study. (Since it isn't any particular coffee, I wouldn't use an article). The coffee at Inner Circle keeps me awake. (It's that particular coffee that I find so strong.) There are other groups of uncountable nouns that follow the same rule: *abstract nouns* such as freedom, truth, justice, beauty, honesty. We say, "Superman fights for *the* American Way." (We use the definite article here because it denotes a particular abstract definition). But usually we consider those abstract words as general: "Superman fights for justice." Other nouns that we consider uncountable include *general names of subject matter or sports*: history, English, football, baseball, etc. For example: The UIC Flames will play tonight. (Our basketball team is designated as an uncountable noun, and because it is a particular team, we need to use the definite article).

In summary:
A Countable Singular Noun Always Takes An Article. If the article indicates a general thing, then use *a* or *an*. If the article means something specific, then use *the*.
A Countable Plural Noun and An Uncountable Noun Take an Article If the article shows that the noun is specific or particular; then use "the."
A Countable Plural Noun and An Uncountable Noun Do Not Take an Article if they are general.

Exercise: Try inserting articles in the following excerpt from Steven's paper *Bicycle: Man's Best Friend.* Remember to use the rules.

> "Bicycling is best thing man has ever done"(Krausz, i). Bicycles run without engines and require no fossil fuel to operate. Movement of bicycle is caused by circular strokes of rider's legs. It is process of human energy converted into mechanical energy. Since bicycle burns no fossil fuel, it is pollution free machine. We can improve our health through cycling. Bicycle can be used as form of transportation that saves time during rush hour. Bicycle is one of most efficient means of transportation.

(Ask your teacher or someone in the Writing Center to check your work).

Prepositions

Another persistent problem for second language students involves the use of prepositions. Nine prepositions - *with, to, from, at, in, of, by, for, and on* - are used in over ninety percent of the cases. If you study the usage of these nine, you should soon have a good grasp of English prepositions. Remember, a preposition indicates the relation of a noun or words that act as nouns to a verb, an adjective, or another substantive. Prepositions often show time (I will be at school *at* 3:00); or direction (We will go *to* Great America tomorrow); or means (Students earn A's *through* hard work).

I. Use *with* for prepositions of

A. Means or aAent: He caught the ball with his glove.

B. Manner: The girl ate ice cream with a spoon.

C. State or Condition: He went home with a headache.

II. Use *to* for prepositions of

A. Time: It is a quarter to four.

B. Place or direction: I want to go to lunch. (Note: The "to go" is an infinitive because the *to* is followed by a verb. A preposition is followed by a noun.)

III. Use *from* for prepositions of

A. Time: He is at work from nine until five.

B. Place or Direction: She left from school to meet a friend at Papa Charlies.

C. Means or Agent: He caught a cold from his brother.

IV. Use *at* for prepositions of

A. Time: The plane leaves at five o'clock.

B. Place or Direction: Sam lives at the UIC Medical Center.

V. Use *in* for prepositions of

A. Time: In the morning, I eat cereal.

B. Place or Direction: Sharon and Dave are in the Financial Aids Office.

C. Manner: He gets satisfaction in a job well done.

D. State or Condition: He is in trouble.

VI. Use *of* for prepositions of

A. Time: It is quarter of four.

B. Place or Direction: Inside of the desk drawer, you will find the tickets.

VII. use *by* for prepositions of
A. Time: I will leave the computer room by midnight (it won't be later than that).

B. Means or Agent: Pat came to school by the el.

C. Manner: By doing the typing yourself, Humberto, you will be sure to get it completed on time.

D. State or Condition: My grandmother lives by herself.

E. Quantity or Measure: We bought the apples by the bushel.

VIII. Use *for* as a preposition for

A. Time: Marie will study for three hours tonight.

B. Quantity or Measure: Alex bought the car for $700.00.

C. Purpose: Helga bought a present for her boyfriend.

IX. Use *on* for prepositions of

A. Time: The term paper is due on Monday.

B. Place or Direction: The test is on the table.

C. Means or Agent: David used to live on candy bars.

D. Manner: On his oath, John declared that he was telling the truth.

E. State or Condition: The doctor is on call.

Ask your teacher or the Writing Center for exercises for prepositions.

PLATO

A. Sign-on Procedure

1) Your PLATO name is Composition, and your PLATO group is Comp101. (Use the numbers in the upper row of the computer and notice that there is no space between comp and 101).

2) Look at the display panel. Which display do you see?

A. Welcome to PLATO —- Good. Go to Step 3.

B. Press NEXT to begin —- Press the key labeled NEXT and go to Step 3.

C. PLATO OFF —- There are some problems with the computer in Urbana and nothing is working. Try again later.

D. A totally blank screen —- Press the key labeled NEXT and repeat Step 2.

E. Something else—- While holding down the SHIFT key, press the STOP key. If you get this again, consult a PLATO staff member.

3) The display reads "Welcome to PLATO." Type *Comp101* for your PLATO group. Check your typing. Are there any errors?

No —- Good. Press the NEXT key and go to Step 4.

Yes —- Locate the key labeled ERASE and press it. Each key press erases one letter. Continue until the error is erased. Complete typing your group name. Press the key labeled NEXT. Go to Step 4.

4) While holding down the key labeled SHIFT, press the key labeled STOP. What is on your display panel now?

A. The display contains instructions to choose a password. Go to Step 5.

B. The display contains instructions to type a password. Go to Step 6.

C. The display does not mention passwords at all. Go to Step 7.

5) The display contains instructions to choose a password. Each user selects his or her own password to provide unique identification. Because you use this password every time you use PLATO, we advise choosing short passwords (3 or 4 letters or numbers). As you type the password, the display will not show the letters you type but will show a series of X's. This is to prevent a bystander from learning your password and using your sign-on. You will have to type your password twice this first time. The number of X's displayed will not be equal to the number of figures in your password. If you do not type it exactly the same way twice, the computer will start you over with Step 5.

6) The display contains instructions to type your password. This is the password you chose when you first signed on to the PLATO system. As you type, a series of X's will appear. The number of X's is not the same as the number of characters that you typed, and there is a different number of X's each time you do it. If you typed your password correctly, you will go to the

lesson or index of lessons assigned to you. If you make an error, the words "WRONG PASSWORD" will appear. Press NEXT and try again. If you have forgotten your password, a PLATO staff member can erase it so you can select a new one.

B. Sign-off Procedure:

To sign off PLATO, hold down the SHIFT key and press the STOP key. You are signed off if the display reads "Welcome to PLATO" or "Press NEXT to begin." If you do not get either of these messages, hold down the SHIFT key and press the STOP key one more time.

PLATO Composition Lessons

You will find lessons in grammar, punctuation, spelling, word usage, editing, logic, research, reading comprehension, and vocabulary building.

For students whose native language is not English, there are extra lessons. When you sign-on, use the PLATO group name *TIE*. This will get you to exercises of special interest to you.

PLATO is a good tool for working on writing skills at your own pace. You'll also find the PLATO staff helpful.

PLATO - Burnham Hall 112; hours - weekdays: 9-12 and 1-9 (Friday it closes at 4:30p.m.).

Phone: x5157

You are welcomed to use PLATO, and even if a class is in session, you can use any unoccupied computer although students in the assigned class have priority.

GO SIGN-ON.

The Writing Center

The Writing Center, sponsored and operated by the Department of English, provides tutorial services for students who want to improve their writing. Tutors respond to a variety of writing problems: style, organization, development of ideas, grammar, and punctuation. They will not do any writing for you, but they will diagnose recurrent problems and suggest strategies for improvement. These services are available for freshmen in basic composition courses, for upper-level students in all majors, and for graduate students.

The tutors, students with good writing skills, are available if you drop in on the hour or make a regular appointment for consultation. Take a writing sample with you.

The Writing Center:

Addams Hall 107 - hours: 9-3 M-F

Stevenson Hall 207 - hours: 5-9 W&Th

Phone: x2654

Writing is a craft; use these free services to develop your writing skill.

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INDEX

active verbs — 125
annotated bibliography — 128
arguable issues — 112
argumentation — 112
articles — 166-167
author-title catalog — 65
background information — 60-61
book stacks — 70
brackets — 25
brainstorming — 9
browsing — 9
CALC (Chicago Academic Library Council) — 104-106
call numbers — 70-71
circulation desk — 34
citation — 28
computer search service — 34
conclusions — 118-119
conference with instructor — 10
departmental guidelines — 3
direct quotation — 24
documentation — 23
documents — 35
encyclopedias — 54-64
endnote MLA — 138
ellipsis — 25
fallacy — 113
films — 107
format — 129
frame — 111
good read — 9
government documents — 35
How to Write an "A" Paper — 165
hypothesis — 13
indented quotation — 26
information desk — 37
interlibrary loan— 36
interpolation — 25
interviews — 107
introductions — 116-117
italics — 135
journals — 80-81
key words — 47
library
-Architecture and Art Library — 39
-branch libraries — 39
-Curriculum Library — 35
-Floor plans (Main Library) — 42-43
-Library of the Health Sciences — 39
-Main UIC Library — 34
  -floor plans — 42-43
  -information desk — 37
  -LCS — 74
  -periodicals — 80
-Mathematics Library — 40
-Science Library — 40
Library Computer System (LCS) — 74-79
Library of Congress Subject Headings — 67
logical fallacy — 113
main idea — 16
margin guide — 130
MLA
-endnote MLA — 138-144
-parenthetical MLA (new) — 131-137
  -citations within text — 131-135
newspapers — 80
note cards — 81
note page — 129
outline — 108-110
overview — 15
parallelism — 126
paraphrase — 23
passive voice — 125
periodical indexes — 81
periodicals — 80-87
plagiarism — 28
PLATO — 170-171
prepositions — 167
pro/con topics — 112
quotations — 24, 134
Readers' Guide to Periodical Literature — 82
rebuttal — 112
reserve desk — 37
revision — 125-127
rough draft — 120
sample papers
-new MLA form — 145-153
-endnote MLA form — 154-164
self-examination — 9
serials holdings list — 87
skimming — 15
source — 111
special collections — 38
subject — 10
subject catalog — 66
superintendent of documents — 96
summary — 23
television programs — 107
text — 111
thesis — 10

thesis sentence — 120
title page — 129
topic — 10
transitions — 126
typing room — 38
walking tour — 53
working bibliography — 13
Works Cited — 135-137
Writing Center — 172